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THE  
**Thirty-First Yearbook**  
OF THE  
NATIONAL SOCIETY FOR THE STUDY  
OF EDUCATION

PART II

**Changes and Experiments in  
Liberal-Arts Education**

*Prepared by*

KATHRYN MCRAE

Director of the American Association of University Women's  
Cooperative Study of Changes and Experiments  
in Liberal-Arts Education

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GUY MONTROSE WHIPPLE

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THIS PART OF THE YEARBOOK WILL BE DISCUSSED AT THE WASHINGTON  
MEETING OF THE NATIONAL SOCIETY, TUESDAY,  
FEBRUARY 23, 1932, 8:00 P.M.

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## EDITOR'S PREFACE

While this volume on liberal-arts education is not the work of a committee appointed by this Society, and while the arrangements for its appearance as Part II of the Thirty-First Yearbook were begun and completed within ten months of the date of its publication, it by no means represents a hastily made decision or an undertaking foreign to the policies or to the plans of the Directors of the Society. In fact, eight years ago, at the first 1924 meeting of the newly created Board of Directors, one of the projects under discussion was a report on colleges of liberal arts that had been submitted for consideration by F. J. Kelly—a report that was subsequently given to other agencies for publication.

At the Dallas meeting of the Board, in February, 1927, Dr. Harold Rugg, then a member of the Board, urged that the Society undertake a frank discussion of "The American College." Dr. Rugg developed this idea more fully at the Rochester meeting, in November, 1928, proposing that from nine to twelve school men and college men should combine to study especially the liberal-arts branch of the American college, possibly limiting their report to problems of the curriculum. Action on this proposal was deferred on account of a study reported to be under way by the National Society of College Teachers of Education and of a probable still more exhaustive study by the North Central Association.

In May, 1929, the question of a yearbook on the liberal-arts college was again debated and was referred to Director Charters for further consideration. He reported to the Board at its Atlantic City meeting, in February, 1930, that he had conferred and corresponded with ten persons familiar with the situation, that all of them favored the general idea, but that, in view of the possible participation of the General Education Board in an elaborate study and of the enterprise already being pushed forward by Dr. Kathryn McHale for the American Association of University Women, it was doubtful whether this Society ought to inaugurate a third investigatory study. Accordingly, the whole matter was laid on the table, where it remained for a year, until April, 1931. At that time the illness of the late Professor Bonser disrupted the Board's plans for Part II of the 1932 Yearbook, and at

the same time the completion of the enterprise by Dr. McHale and her group of workers supplied the Society with a completed, authoritative, and painstaking study of the very sort that the Board of Directors had had in mind since 1924.

The Editor engages in the foregoing explanation to make clear to members of the Society that the almost unannounced appearance in our program of publication of this volume, originating and written largely from without the Society, is after all just a fortunate solution to a problem that had been debated for a long time by the Directors of the Society—the problem of securing comprehensive and authoritative information about what is going on in our colleges and of presenting and interpreting that information in a constructively helpful way.

It has been a pleasure to facilitate the publication of the material collected and organized by the American Association of University Women, and to bring together representatives of that organization and of the National Society of College Teachers of Education and of other interested bodies to join the Society in discussing the material at the Washington meeting.

The justification for this Yearbook is perfectly evident from even a hasty glance at its contents. The Editor truly believes it ought to lie at the right hand of every college president and dean and department head in America. Certainly if a college administrator wants to know what is going on in progressive institutions about him, this Yearbook will give him the information.

There is another group of persons—there are thousands in the group, and they are influential persons, like editors and physicians and merchants and not a few school men—who sincerely believe that the colleges have stood still for a generation or more, that innovations are taboo, that our colleges care nothing about the individual student, that there is little opportunity in the ‘sacred halls’ for true learning. These persons like to “take a crack at the college, even though,” as one of them put it, “I am not an *Alma Mater* of any institution of learning.” Why not recommend this Yearbook to them, too?

G. M. W.



# CHAPTER I

## INTRODUCTION

---

KATHRYN McHALE  
Professor of Education (on leave), Goucher College  
Baltimore, Maryland  
Director, American Association of University Women  
Washington, D. C.

---

*a. The Yearbook and the A.A.U.W. Study.* Though the Editor indicated in the Yearbook of 1928 that the Board of Directors of the National Society for the Study of Education had under consideration a proposal by members of the Society for the preparation of a yearbook on the topic, "The American College," neither the Board nor the Director of the American Association of University Women's Coöperative Study of Changes and Experiments in the Liberal-Arts College<sup>1</sup> conceived either enterprise in terms of the other at that time. The invitation to print the A.A.U.W. Study came from the Society near the completion of it in May, 1931. This circumstance gives the content of this Yearbook more objectivity and value for the members of the Society and others concerned with the findings of the study than another plan would have permitted. The Director of the A.A.U.W. Study is particularly hopeful that the present Yearbook will help to show the major trends of current changes and experiments instituted for the improvement of liberal-arts education.

*b. The Purpose of the A.A.U.W. Study of Liberal-Arts Changes and Experiments.* As a part of the American Association of University Women's national education program this study was undertaken as a service in the fulfillment of the national purpose of the Association—to promote high standards in education. It was stimulated by two definite needs: to furnish the facts concerning the status of the liberal-arts college in changing education; and to obtain, through a systematic, comprehensive survey, data sufficient for forming judgments as to the worth of the new ventures, since published sporadic reports and announcements have not indicated the scope or quality of them.

---

<sup>1</sup> The liberal-arts college also teaches science. Throughout this volume the term 'The Liberal-Arts College' is used interchangeably with the term 'The Liberal College' and will have the same meaning, though the latter is preferred by many in the Association of American Colleges.

Frequently one hears lamentations from 'educational prophets of gloom' at the dearth of changes and educational experimentation in the four-year college, and predictions are made that these colleges are destined shortly for the educational museum to take their place beside the 'little red school house.' Therefore, one of the purposes of this study is to show how widespread is the spirit of experimentation and how numerous are the resulting changes, which point fair to prove that, if the liberal four-year colleges of this country continue as seriously in conceiving their part in educational progress, they will enter upon their greatest era of development.

Those intimate with the four-year liberal college know that more changes and experiments have been introduced in higher education in the last five years than in the previous twenty-five years. The current literature devoted to higher education reports but a small fraction of the improvements in performance which have been, and are continuously being, launched. Every administrator and faculty member who is aware of his responsibilities is keenly desirous to profit by the most promising possibilities for the improvement of performance in his institution. Almost all four-year colleges of arts, literature, and science are making contributions to improve their educational offerings. In the interest of economy of time, effort, and money, there was great need that each of these institutions be able to know, and thus profit by, the experiences of all other institutions; a plan to achieve this was the A.A.U.W. Study.

c. *The Organization of the A.A.U.W. Study and Plan of Work.* In January, 1930, invitations to coöperate were sent to every liberal-arts college on the lists of the American Association of University Women and the Association of American Universities. The invitation began:

"This is Not a Questionnaire!  
This is Not a Request for Money!"

Following this disclaimer came the proposal that the institutions addressed join in a coöoperative enterprise of stock-taking and pooling of experiences relating to changes and experiments current in liberal collegiate education along the lines of the care and direction of students, curriculum and instruction, organization and administration. It was emphasized that no attempt to 'rate' or to 'standardize' institutions was proposed. Each institution was asked to describe only the most important current changes or experiments which it had undertaken in an effort to improve liberal-arts education. Information from each was

sought as to reasons for the change, the distinctive and unique features involved, and an estimate of results, either achieved or hoped for.

The country was divided into nine geographical regions (corresponding to the sections of the A.A.U.W. administrative organization), and a committee formed for each region, made up of the coöperating institutions' representatives, with a chairman. The regional committee chairmen were:

- Dr. Guy E. Snavely, President, Birmingham-Southern College  
South Atlantic and Southeast Central Regions
- Dr. C. S. Boucher, Dean of the College, University of Chicago  
Northeast Central Region
- Dr. J. B. Johnston, Dean of the College of Science, Literature, and the Arts, University of Minnesota  
Northwest Central Region
- Dr. Jacob Van Ek, Dean of the College of Arts and Science, University of Colorado  
Rocky Mountain Region
- Dr. Katharine R. Adams, Dean of the College, and Professor of History, Mills College  
South Pacific Region
- Dr. Carl L. Huffaker, Professor of Education, and Director of the Bureau of Educational Research, University of Oregon  
North Pacific Region
- Dr. Iva Lowther Peters, Dean of Deans of Women and of Personnel Workers for Women, Syracuse University  
North Atlantic Region
- Miss Mary R. Harrison, Professor of Education, Park College  
Southwest Central Region

Under these chairmen meetings have been held in most regions to compile and discuss the findings.

The chairmen then sent the findings for these regions to the Director of the study at national headquarters. These were further compiled and considered by the Director, a research associate, and a national advisory committee of educators who have themselves been instrumental in bringing about changes in collegiate education. Their deliberations are incorporated in Chapters II, III, IV, and IX. The membership of the National Advisory Committee follows:

- Dr. Ellen F. Pendleton, President, Wellesley College
- Dr. Aurelia H. Reinhardt, President, Mills College
- Dr. David A. Robertson, President, Goucher College
- Dr. Robert D. Leigh, President, Bennington College
- Dr. Robert L. Kelly, Executive Secretary, Association of American Colleges

- Dr. Alexander Meiklejohn, Chairman, The Experimental College, University of Wisconsin  
Dr. J. B. Johnston, Dean of the College of Science, Literature, and the Arts, University of Minnesota  
Dr. M. E. Haggerty, Dean of the College of Education, University of Minnesota  
Dr. Leonard V. Koos, Professor of Education, University of Chicago; Director of the United States Office of Education National Survey of Secondary Education  
Dr. Agnes L. Rogers, Professor of Psychology and Head of the Department of Education, Bryn Mawr College  
Dr. David Weglein, Professor of Secondary Education, Johns Hopkins University; Superintendent of Public Instruction, Baltimore, Maryland  
Dr. Guy M. Whipple, Secretary-Treasurer, National Society for the Study of Education

*d. The Results of the A.A.U.W. Study.* Three hundred and fifteen liberal arts colleges in the nine geographical regions were willing participants: 168 have coöperated with us by sending complete materials—reports, documents, evaluations of their experiments, and the like; 96 have shown even more coöperative and active interest by actual visitations, serving as hosts to committees, conferences, etc.; while 47 have given unusual coöperation and support, even to the extent of material assistance.

The following topics are suggestive of the scope of changes and experiments which institutions have deemed worthy to report:

- I. Care and Direction of Students
  - a. Admission system—selection of students—method; limited enrollment; measurement of student intellect; prediction of student scholarship
  - b. Education, personal, and vocational guidance
    1. Direction of intellectual life of students: encouragement of student scholarship, initiative, self-expression, creative work, independent reasoning, self-dependence
    2. Direction of non-curricular education: tastes, manners, morals, ideals
    3. Advising based upon subjective and objective data: general diagnosis; special diagnosis of individual students; psychological, scholastic aptitude, and placement tests; mental hygiene, special academic disabilities, non-intellectual traits
    4. Reeducation
- II. Curriculum and Instruction
  - a. Units or courses required of all students without option
  - b. Units or courses required with option

- c. Courses required in the freshman year
  - d. Other courses open to freshmen
  - e. Courses required for major
  - f. Number of one-hour courses
  - g. Number of two-hour courses
  - h. Examinations to test reading knowledge of foreign language
  - i. Comprehensive examinations—for honors only, for all candidates for a degree, in major field only, in other fields
  - j. Honors courses
  - k. Tutorial work
  - l. Faculty direction of work in honors
  - m. Improvements in examinations
  - n. Improvements in marking system
  - o. Improvements in curricula inclusions
  - p. Improvement of college instruction
  - q. Departments or courses not in other institutions in the region
  - r. Class size and efficiency of instruction
  - s. Library as an educational agency
  - t. Survey and orientation courses
  - u. Attempts to determine what are undergraduate *vs.* graduate courses
  - v. Non-credit courses—sonant properties of speech, physical education, etc.
  - w. Fine arts
- III. Organization and Administration
- a. Articulation of secondary school, junior college, and senior college
  - b. Selection, improvement, promotion, and salaries of college faculty
  - c. Alumni education
  - d. College support—endowment and other phases
  - e. Making and administering the budget
  - f. Faculty sabbatical
  - g. The tuition system
  - h. Cost of instruction
  - i. Scholarship system
  - j. Community life
  - k. Academic freedom
  - l. Research provisions
  - m. Administrative machinery
  - n. Chapel
  - o. Definition of purpose
  - p. Fraternities and sororities
  - q. Student participation in government
  - r. Absences and cut system
  - s. Miscellaneous minor items

The responses, both in the number of institutions and in the amount of material submitted, have been gratifying and astounding. The undertaking of reading, classifying, digesting, and making them available in meaningful form has been stupendous, but these evidences of coöperation gave us courage to carry on, in the knowledge that the study was considered needed and valuable.

Chapters II, III, and IV of the Yearbook set forth some of the more significant changes that have been instituted. These, as changes and experiments, are based upon a careful study of past performance, tested thought, and rather clearly defined objectives. From the stand-point of educational study, this is their real value, in that they were not initiated as changes for the sake of doing something different; they are inspirational as well, because charged with unlimited possibilities for educational progress. Chapter II endeavors to set forth in summary the trends and developments of significant changes which have been instituted. Chapter III presents the selection of 128 specific changes and experiments that promise improvement for liberal arts education; this array allowed the further selection of the ones presented in Chapter IV.

In presenting these materials the apprehension must be shared with the National Advisory Committee that there is real danger of the report doing more harm than good, if anyone should interpret these chapters as offering a list of certified experiments which we consider good enough for adoption. This interpretation would defeat the purpose of the study. The reader will keep in mind, we trust, that any plan has its weaknesses, and that the other parts of the scheme in which it is must be modified to take care of the weaknesses so far as possible. A study of fundamental principles will clarify the need for, and character of, the change or experimentation contemplated by each institution and should be the criterion followed within that institution.

It has been stressed by the National Advisory Committee that the real educational worth of the study sponsored by the A.A.U.W. lies in the possibility of its continuance for years to come. The suggestion will be followed; the organic part of the study will be revised and published biennially as new findings develop and progress is made.

*e. Other Yearbook Material.* In Chapter V special college ventures in provisions for promoting 'the intellectual life' are summarized. In a preliminary investigation related to the major study reported elsewhere herein, these provisions were studied.





Chapter VI presents an objective and unique point of view in comparative collegiate educational practices and has been included because of its extraordinary features. Few apprehend and appreciate, as this author who knows English and American colleges so well, the many unfortunate things that can arise as the result of blind adoption on the principle of tradition, whether here or in Europe. This chapter shows the need for profiting by experience.

Chapter VII presents most important considerations by one who is not only a pioneer in college educational experimentation, but also ever aware of excellent educational experimental techniques. He pleads for the kind of dogmatism in educational venturing that is supported by tested thought, action, and results. He describes the pertinent problems of educational experimentation with the feasible procedures for the evaluation of the quality of the product that presents difficulty in all studies of the social sciences.

Chapter VIII presents the formulation of principles evolved at the Rollins College Conference in January, 1931, under the chairmanship of Dr. John Dewey, when a determination of the value of the Rollins College experiments was attempted. This conference was thought not only to clarify their own point of view, but also to elucidate the fundamental considerations for the liberal arts college in a modern age. It was one of the most important conferences ever held, in that a 'surprising degree of unanimity' was reached in its conclusions. Its considerations will make us aware of the quality and importance of certain changes, outstanding educational phases as against ventures that appeal to the intellect, consistent and inconsistent practices, merits as well as weaknesses, and shortcomings in plans.

Chapter IX opens for discussion a few fundamental questions respecting the experimental function of the college in modern life and incorporates statements of how some of the country's leading thinkers in collegiate education envision it.

Chapter X is a selected bibliography.

*f. Acknowledgments.* Quite obviously a book of this kind is not original; but just as obviously I cannot know whom to thank, or if I have erred, whom beside myself to blame.

I may not, however, omit to thank specifically, the contributors; the National Society for the Study of Education and its Editor for making the publication possible; the members of the National Advisory and regional committees who have been devoted to the A.A.U.W.

Study, especially Dean C. S. Boucher, of the University of Chicago, who has been tireless in furthering its developments; the Washington Branch of the American Association of University Women for its generous gift which will allow a revolving fund for a biennial publication of the organic part of the study as changes and experiments warrant such; and the institutions that have assisted it freely and helpfully. I am also bound to express to my staff appreciation for their efforts: to Mrs. Frances Valiant Speek for her many efforts and contributions to the study; to Miss Mary Beall for assisting in the compilation of data, checking statements of fact, and for Table I; to Miss Mary Isabelle Steger for Figure I; and to Miss Helen K. Lewis for assistance in preparing the volume for publication.

## CHAPTER II

### CURRENT CHANGES AND EXPERIMENTS IN LIBERAL-ARTS COLLEGES

---

C. S. BOUCHER

Dean of the College of Arts, Literature, and Science  
University of Chicago, Chicago, Illinois

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“What’s all the shootin’ for?” may well be the query of one who left college no more than ten years ago and has read only a few of the hundreds of articles and the dozens of books published during the last two years on numerous phases of higher education. If this current literature were critical merely in the destructive sense, limited to denunciation of past and current practices, it would be significant only in its amount as an augury of improvement. This current literature, however, is much more significant than the carping of a few congenital critics, of whom each generation has its share, because we have long since passed through the initial stage of destructive criticism and are well advanced in a period of change resulting from constructive criticism.

Students, faculty members, and administrative officers of our better colleges are at present more constructively critical of the shortcomings of undergraduate education than at any previous time in our history. The time and efforts of many persons are being devoted to a penetrating study of curricula, methods of instruction, and administrative and personnel problems of considerable variety through such agencies as national and local conferences, commissions, committees, the questionnaire, and specially appointed visiting agents. Change in performance merely for the sake of doing something different is foolish and dangerous—‘quack-doctoring,’ indeed; but change based upon a careful study of past performance in the light of tested thought and more clearly defined objectives is inspiring because charged with possibilities for progress.

Some of the new departures in liberal-arts education have literally swept across the country and have been adopted in an ever-increasing

number of institutions to the extent that they are now regarded quite generally as an essential part of the program of an up-to-date, not to say progressive, institution. Even more significant is the fact that thoughtful experimentation has become so much the order of the day that an institution is regarded as being in a stage worse than innocuous desuetude if it is not endeavoring to contribute its share to the improvement of the educational process.

Merely to enumerate all the significant changes and experiments of the last decade would require more than a reasonable allotment of space for this chapter. I shall endeavor, accordingly, to set forth only some of the more significant changes which have been most widely instituted and some of the experiments which seem to give promise of widespread adoption in the near future, together with some attempts at evaluation.<sup>1</sup>

## I. TRENDS IN STUDENT DIRECTION AND GUIDANCE CHANGES

### 1. Selective Admission

If you think that more colleges should adopt a rigorously selective plan of admission, because too many persons are going to college, you should know that the following appeared in a Boston newspaper in June, 1804:

The facility with which the honors of college are obtained induces many to pass through the forms of what is falsely denominated a liberal education, merely for the name, and obtaining the name, their views are accomplished. Education thus becomes in every sense of the word, too cheap. . . . We must give up the idea of bringing our highest degrees of instruction within the reach of everyone, or we must give up the chances of being favored with men of complete erudition. What is lost by bestowing useless and imperfect knowledge on many, might well be employed in perfecting the education of a few.

However, there were signs of improvement, for the writer noted that "the officers of several colleges are aiding the tendency to reformation, by exacting higher qualifications on admission than have of late been required."

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<sup>1</sup> For a tabular presentation of the changes and experiments of which reports were gained for this and other chapters the reader is referred to Table I at the end of this chapter.

No doubt we shall always have two points of view vociferously present: first, that every boy and every girl who graduates from the high school should be not merely permitted, but encouraged, to go to college; second, that it is the duty of a college to insist that certain questions regarding the fitness of the applicant for admission be answered satisfactorily, in fairness to the student, to the college community, and to the donors of the funds entrusted to the college for educational purposes.

During the last few years more and more colleges have set minimal standards of achievement for entrance, until we now have the greatest variety of requirements, ranging all the way from specific subject matter and high quality requirements to merely a high-school diploma. This situation has changed the question asked among preparatory-school students from "Where are you going to college?" to "What college are you going to be able to enter?" The competition of a few years ago among colleges for students has changed to a competition among students for admission to college. Those institutions in a position to do so are selecting their students more carefully than ever before, and those students in a position to do so, by virtue of their qualifications, are selecting their colleges more intelligently than ever before.

Though it must be admitted that there is no established correlation between the quality of educational offerings in colleges and their entrance requirements, the colleges of the country have arranged themselves quite definitely relative to each other on the score of entrance requirements, with the result that those high-school students who graduate at the top of their class have the widest choice of colleges, and those at the bottom have the smallest choice. Many secondary-school teachers have reported that the development of this situation has had a wholesome effect upon the attitude of both students and their parents toward the importance of preparatory-school work. It seems to be clear that institutions with highly selective requirements will get the type of students they desire for the type of program they offer and will have a homogeneous student body, while institutions that, because of state law or financial pressure, are forced to take any and all applicants will have a most heterogeneous student body, including many who are anything but satisfactory and promising students.

## 2. Educational Guidance and Personnel Work

During the early history of our colleges, indeed down to a time within the memory of living men, there was no problem of educational guidance, because the curriculum was fixed. There was no choice of meat offerings or dessert offerings; each student was fed the same intellectual menu as every other student who entered at the same time. Came a time when research broadened the limits of old fields of knowledge and opened entirely new fields. In order that the curriculum should reflect the widened boundaries of knowledge, new courses were introduced as electives, at first sparingly, then wholesale. As is typical of us in so many phases of life, we went from one extreme to another—from the rigidly fixed curriculum to the almost completely elective curriculum. A few years ago college students faced a formidably large catalogue with literally hundreds of course offerings, not clearly described and not properly related, with the elective system in vogue and with no faculty member and no administrative officer available to help them solve the Chinese puzzle of course elections. Throughout his four years a student with no definite professional aim, finding no one on the college staff to guide him, more often than not would drift from one subject to another, depending upon chance, caprice, or student gossip for his guidance, and would come out at the end of four years with an academic record sheet worthy of a place in an educational museum. And yet, a student with a constitution strong enough to withstand such a stuffing of utterly indigestible educational hash would come out triumphantly with a diploma and a degree (though frequently without anything worthy of being called an education), provided only that he had accumulated a certain number of course credits.

It is no wonder that in this period our college students developed for themselves as never before outlets for their best thought and efforts; namely, 'student activities'—athletics, publications, dramatics, and a vast number of purely social activities—something interesting and more worth while than the meaningless and deadly academic mummery. It is no wonder that in this period a distinguished educator complained that the "side-shows" were overshadowing the "main tent" in attention and importance, and that an American university was said to be "a great athletic association and social club in which provision was made,

merely incidentally, for intellectual activity on the part of the physically and socially unfit."

After seeing from experience the folly of both extremes—the rigidly fixed curriculum and the wide-open elective system—the better colleges have endeavored to strike a happy medium by specifying degree requirements in general, but meaningful, terms and by providing an educational guidance service. Regarding the former, the best practice now includes both (a) 'distribution' or 'group' requirements—English, foreign language, mathematics, natural science, and social science—designed to furnish a proper balance in an introduction to general education by the end of the second year, and (b) a sequence, or concentration, requirement for the last two years, so that a student may be sure to get deep enough into at least one branch of knowledge to master its technique and method of thought—so that he may think and express himself as an educated person in at least one field of thought.

Though many crimes were committed in the early experiments in guidance and personnel work, there are now many elaborate and successful plans in operation. At the present time it is impossible to describe one plan as more of an innovation or more successful than another. There are, however, a few general observations which seem to be warranted.

*Educational Guidance.*—The educational guidance service provides, when functioning properly, a sufficient number of faculty members (whether called deans, advisers, or counselors), carefully selected because of appropriate qualifications, to give a reasonable amount of time to each student individually, to plan *with* each student, as well as *for* him, an educational program which seems to offer for him most possibilities for pleasure and profit in its pursuit. These persons to whom students are assigned on the basis of scholastic interests play the rôles of guides, counselors, and friends, and are doing our most effective personnel work of great variety incidental to, and as a natural part of, their educational guidance work.

*The Personnel Department.*—Recently we have heard much blare of trumpets about a fifth wheel to the college cart, an independent personnel department, whose staff members are not faculty members and are responsible only to the president's office. A college that has set up such an agency has done so apparently on the assumption that,

because faculty members have so long neglected their duty regarding educational guidance and all related personnel problems, these members cannot or will not study and meet this personnel service obligation of the institution to its students. If this is so, then indeed there is no hope in us. However, in a number of institutions where the matter has been put before the faculty in an intelligent manner, it has not been difficult to recruit a sufficient number of faculty members to afford adequate guidance by men and women who derive great personal satisfaction from the service and who soon acquire new points of view that make them so much the more valuable as members of the staff of instruction. The faculty members not personally in this service soon come to look to those members in the service for opinions and recommendations of great value in faculty meetings when matters of academic legislation are considered. I have attended national and local conferences of personnel workers of both types—faculty members and independent, full-time personnel workers. At the end of each conference I felt that I had never before been exposed to such an incongruous mixture of nonsense and sound sense; and most of the nonsense came from the non-faculty workers. It is no wonder that these independent personnel departments, in most institutions where they exist, are looked upon with suspicion and distrust by the faculty members.

*Freshman Week.*—Another recent innovation attracting attention is Freshman Week. It was quite natural that, in the early stages of this experiment, there should appear some features of questionable value. At present the better colleges center their Freshman Week programs around two objectives: educational guidance and orientation into college life.

At first it was too frequently quite naïvely believed that the problems of educational guidance and orientation into college life could be solved in the few days of Freshman Week. Where results were critically studied, it was soon discovered that educational guidance could not be offered intelligently without psychological, or scholastic-aptitude, tests and subject-matter placement, or achievement, tests. These were introduced into the Freshman Week program, and then it was seen that placement and achievement tests were needed at many subsequent points as a part of a continuous guidance service, that students should be educated in the importance of 'stock-taking' procedures at

any and all times in order that they may be placed to their own best advantage in each educational pursuit, where real achievement and the maximum of sound progress are considerations of most importance. So, orientation into college life and adequate guidance have been found to be problems that continue long after Freshman Week and must be given attention throughout the student's college career.

Some institutions have been shrewd enough to see that many of these problems should be given attention before the student comes to college, while he is still in the high school. Some colleges have launched highly rational programs of testing of high-school students and precollege counseling which are producing results so beneficial to all concerned that the wider adoption of such programs seems certain in the near future.

*Health Service.*—Though a student health service was provided in many institutions long before a guidance and personnel service, the development of the newer types of personnel work has frequently caused the health service to be improved, expanded, and better integrated into the more closely knit institutional program as it affects the total life of the student. The most spectacular expansion of health service has come with the inclusion of mental health along with physical health and the addition of psychiatrists to health staffs. Though psychiatry seems to be in its infancy as a science, and though many indiscretions (not to use a stronger word) have been committed in its name, psychiatry is being given most favorable opportunities in many institutions to demonstrate the values which it may have, and which most of us hope it has, to contribute as an essential part of the guidance and personnel work.

*Vocational Guidance.*—An increasingly important place in personnel and educational guidance programs is being given to vocational guidance. The demand for vocational guidance experts for college positions as interviewers, lecturers, and instructors is greater than the supply of adequately qualified persons to fill them. This situation is a reflection of the fact that the science of vocational counseling is but in its infancy, and there is the greatest need for more significant research work in this most fundamental educational field. The colleges are ready to use effectively the sound fruit of such investigation as rapidly as it is forthcoming.

*Other Guidance.*—Along with educational, vocational, and health guidance, some institutions have made provision for religious guidance, for social guidance, and for employment guidance for the self-supporting student. Though there are many practices among institutions in regard to the extent of division of labor among experts in these various fields of guidance, it is quite generally recognized that records of important facts discovered and advice given in all conferences should at all times be available to the student's educational adviser. All guidance work for each student should clear through, and be coördinated by, the student's educational guide, who should serve as the chairman of the student's guidance committee, composed of all the persons who may have been asked to share in the diagnosis and prescription for that student.

In order that the various types of guidance service and the new methods of instruction may be offered under the most favorable circumstances, much attention has been given recently to student living conditions and facilities. New housing plans, providing not merely a place for board and room, but providing also adequate facilities for the development of wholesome recreational, cultural, social, and moral elements in student life, are quite the order of the day.

## II. TRENDS IN CURRICULUM AND INSTRUCTION CHANGES

### 1. Course Offerings

When old fields of knowledge were broadened and new fields explored by a most praiseworthy activity in research, which began to bloom and produce fruit in the closing decades of the last century, there came a perfect flood of new courses of wondrous variety and description. A critical examination of the courses announced a few years ago in any one of two dozen departments in almost any college shows that perhaps half of the courses in a typical department could not justify themselves on any ground save one—they offered the instructors opportunities to pursue pet hobbies in a very limited part of a field—and that the course offerings of the department were not properly related and balanced. The much-needed and too-long-delayed critical examination of departmental offerings has been produced in a steadily increasing number of colleges in the last few years by study of the problem of educational guidance.

In what may be termed the 'chaotic' period, when the wide-open elective system ran riotously into utter confusion—a period which lasted in most institutions until ten or less than ten years ago, and which still persists in some institutions—most departmental introductory courses were designed with the sole purpose of preparing students for advanced courses in the respective departments. It seemed that nearly every department framed its curriculum as though the intellectual sun rose and set within its boundaries, as though every worthy student must desire to specialize in that department, and as though that department had a life-long vested interest in every student who elected its introductory course.

In the last decade a basic theory of college education has been put before us with increasing forcefulness: though a student who enters college with a well-defined educational aim should be given opportunity and encouragement to pursue that aim from the beginning of his freshman year, the major emphasis in the junior college years should be placed upon breadth of educational experience; and, though general education should continue in senior college, the major emphasis of the last two years should be upon concentration in, and depth of penetration of, some particular field of thought. Thus the attention of each department has been called to its obligation to offer appropriate introductory work to no fewer than three types of students: first, students who expect to center their senior college concentration in and around that department; second, students who know that they will not specialize in that department and yet desire its introductory work for the sake of rounding out a general education or as an aid to work in a related field of thought; third, students who have not determined upon a field of concentration but are looking for what may become for them a major educational interest.

Though one department may find it possible, after careful study and planning, to design and offer a single course which will serve adequately the needs of all three types of students, another department may find it necessary to offer two introductory courses, the one for the first type, and the other for the second and third types of students. In the last few years one department after another, in our better colleges, has studied its course offerings and has had the courage to scrap many of its old courses and introduce a new set, fewer in number and arranged in a well-ordered, progressive sequence, with elementary

courses designed not only to furnish the foundation material necessarily prerequisite for the departmental advanced courses, but also to serve the needs of students who are interested in a particular department only in so far as it contributes to general education.

*Orientation Courses.*—One of the most significant products of the study recently devoted to educational objectives and the curriculum has been a new type of course called an 'orientation,' or 'survey,' course. Though the first of these courses to attract widespread attention was in the field of the social sciences, similar courses have been developed in the natural sciences, the humanities, and the fine arts. In the main they are freshman courses designed to orient the student in a large field of thought which, it is now recognized, frequently runs through and across many of the artificial boundary lines of the numerous departmental compartments which universities have developed and formalized. One example, no longer in the experimental stage but a proved success, is a course which covers the whole field of the physical and biological sciences. For a student who may want no more than an introduction to the field of science, this course seems to be more profitable than any one of the old-style departmental introductory courses; and for the student who expects to specialize in one of the sciences, this course gives an excellent background for later concentration—it shows him the true position of his specialty in a larger field of thought, together with the contributing values of each specialized department for the others in the larger field of thought.

*Correlation Courses.*—Still another type of new course, sometimes called a 'correlation course,' is that which attempts to give to students a total view of life problems in place of the scattered part-views presented in narrow departmental courses. Such courses employ what is called the 'situation-technique' rather than the 'subject-technique.' A similar trend is reflected in such innovations as (a) the 'project course,' which is made to center around the student's life interest; (b) the establishment of a Department of American Citizenship, in which courses are organized to deal with problems of American citizenship more in accordance with the actual experience one is likely to have with those problems than do the traditional courses in political science; (c) the establishment of a Department of Euthenics; (d) the establishment of a Department of Biography; and (e) the offering of courses in Human Relations in Industry. Thus there is a well-defined

tendency to offer new courses which are less academic and more realistic in character, in that they cut across many of the traditional departmental lines and are more closely related to the various phases and activities of life as it is actually lived. *Quo warranto* proceedings have been served on subject matter that has been traditionally standard, and if vital reasons for its retention could not be shown, it has been replaced by material which is more essential to the student preparing for life in a rapidly changing civilization. To the same end there is a marked tendency to reduce the importance of the departmental unit and to substitute for it, in educational administration, the divisional unit, composed of a group of logically related departments.

## 2. Instruction

The following appeared in Charles Brockden Brown's *Monthly Magazine and American Review* for April, 1799:

Within a few years past there has arisen in the United States a kind of *mania* which has had for its object the establishment of *Colleges*. Scarcely a state in the union but has thought one of these institutions within itself necessary. . . . Three-fourths of the colleges in the United States have professors wretchedly unqualified for their station. . . . I have known young gentlemen going home with A.B. affixed to their names without being able to construe the diploma which certified their standing.

It is indeed refreshing to find our colleges giving increased attention to instruction, not merely on the score of subject-matter content, but also in regard to the personnel of the instructing staff and methods. In the later decades of the last century and the early years of the present century our faculty members developed research productivity to a remarkable degree. I would be the last person to belittle the importance of research. It is a well-known fact, however, that in too many institutions research was made a fetish to the extent that good teaching was not only neglected but was actually scorned. Faculty members were appointed in too many instances for research ability only, without inquiry regarding teaching interest or ability. Every university worthy of the name should be able to afford a few research appointments for some of our most remarkable researchers who have neither interest in, nor talent for, teaching; such men more often than not can work successfully with a few advanced graduate students, but these men and undergraduate students should not be made to suffer

together. There is no inherent incompatibility between effective teaching and research; indeed, the latter should promote the former if the faculty member has anything approaching a proper sense of values and proportions. Teaching interest and ability is actually being given more consideration in faculty appointments than at any time in the last half century.

And as for methods of instruction, it is no longer a disgrace to confess an interest in the study of, and experimentation with, new methods. The lecture method, "by which the contents of the professor's notes get into the notebook of the student without passing through the mind of either"—that relic of the period when printed books were scarce—is being questioned so that its abuses may be eliminated and its profitable uses stimulated.

*Improvement of Instruction.*—Numerous plans and devices have been introduced to enlist the interest of faculty members in the improvement of instruction. Rating sheets, on which students are asked to rate their instructors, as employed injudiciously in some institutions, seem to have been used as a club over the heads of the faculty and have not produced altogether desirable results. Perhaps the most effective plan yet adopted gives the faculty much freedom to experiment with methods of instruction, and encouragement to do so in the form of assurance that significant contributions in the field of college education will receive recognition by promotions in rank and advances in salary comparable to the same forms of recognition given for significant research productivity at the graduate level. So long as promotions and salary increases are awarded solely or even mainly for research productivity (when defined as not to include research in instructional methods and results), so long will instruction be scorned and neglected. Each year an increasing number of institutions are coming to realize this, and, in not a few, special research bureaus in the field of higher education have been established. Thus the popular concept of what is respectable research work has been broadened to include what has all along supposedly, if not actually, been the main purpose of a college and one of the two major purposes of a university—education.

Thus has developed a real renascence in college education. No longer are freshmen, sophomores, juniors, seniors, and graduate students mixed indiscriminately in the same classes, for we are designing

our courses and regulating class enrolment on the basis of appropriate levels of advancement. Illuminating experiments with the size of classes, sectioning on the basis of ability, promotion at any time on the basis of demonstrated ability, special treatment for leading students, independent study periods (with classes suspended), and various forms of the tutorial and preceptorial systems are well under way with much promise for valuable effects upon future procedure.

*Honors Courses.*—One of the most noteworthy examples of special treatment for leading students has swept across the country in the form of honors courses. Though details of practice differ widely, the basic feature of all honors plans provides for the better students in the last two years release from much of the formal and perfunctory class performance and gives much freedom and encouragement for self-education. Under the guidance of a tutor or departmental counselor each student pursues an individually approved program of work, depending upon his special interests and aptitudes. The student is awarded the bachelor's degree with honors provided he pursues his program successfully and passes a final comprehensive examination in the field of the honors awarded, an examination which is of far more value as a demonstration of ability to think straight and to use factual information intelligently (real mastery of a large field of thought), than any number of examinations upon the completion of small units of work in isolated courses. This is excellent, as far as it goes, but it affects only the top stratum of our student body and puts significant meaning into college work for but a few. I confess that my main interest in honors systems is found in the suggestions and examples they offer for modification of our procedure with the entire student body.

In order to promote student interest in scholarship, most colleges have for many years offered for records of distinction such forms of encouragement as scholarships, money prizes, special privileges in regard to class attendance and course elections, honor certificates, election to honorary scholarship societies, and the award of the degree with honors; but all of these have been scorned by our students as "sounding brass or a tinkling cymbal." We have recently learned that student objection to these forms of encouragement rested in the basis of award which, under our traditional system of educational measurement in terms of marks and course credits, did not discriminate genuine ability and achievement from mere diligence and memory.

Students have rightly protested: don't ask us to be, and don't reward us for being, merely good sponges and parrots; don't tell us everything and don't do all our thinking for us; give us fewer petty tasks; give us more formidable and more significant objectives and goals; give us helpful guidance and assistance as we may need it, but give us also more freedom, independence, and responsibility for our own educational development.

This is significant because every institution that has accepted any part of such a challenge has found that the students have played their parts ably and faithfully, with profit to themselves, to their institution, and to society. But for any institution to accept the challenge in its entirety involves a complete, and not merely partial, revision of our plan of educational measurements.

### 3. Educational Measurements

For some time those of us who have studied college education have questioned the most basic feature of degree requirements as now administered—the course-unit and course-credit system. If we are to live up to the definition of education as a process by which one's mind is given discipline and discrimination, orientation in the modern world and understanding of it, and the adult ability to derive satisfaction from knowledge and from the pursuit of knowledge for its own sake, then we must free our students from the toils of the credit system, stated in terms of hours or courses, a certain mystic number of which is the *sine qua non* for a degree.

Our secondary schools have made remarkable progress in the last few years. Our high-school graduates in many instances are now better educated than were many college graduates a few decades ago. Our college undergraduates are keener, more alert, more inquisitive, and more active intellectually than were the undergraduates of two decades ago. Though some of our state institutions, for political or legal reasons, are unable to limit numbers or to require for entrance anything more than a certificate from an accredited high school, many colleges have limited their numbers and have invoked selective admission to insure higher quality. Institutions of the latter type have the best opportunities to individualize, to humanize, and to vitalize their educational processes; they should have in mind, as ends to be attained so far as may be practicable, (a) the substitution of fields

of study for the present course units, (b) the provision of opportunity for the exceptional student to progress as rapidly as his interest and capacity may lead and permit, (c) the abolition of the present system of counting credits for a degree and the substitution therefor of comprehensive examinations and whatever other methods of demonstrating accomplishment may be expedient, and (d) in general, greater emphasis upon the student's opportunity to become responsible for his own education.

All that is necessary for an institution to adopt such a program is to gather together the best of the successfully tested developments, and then take the final step which seems to require most courage—the substitution of the demonstration of achievement for the bookkeeping system of hours and course credits. Because we are so much the slaves of custom in regard to administrative practices and machinery once adopted, this step seems a most radical departure. Though the institution first to take such a step may justly be said to be courageous, the step cannot justly be said to be dangerously or extremely radical, in view of the progressive developments wrought in recent years in college education, in view of what we know about different types of examinations, and in view of the almost unanimous agreement that the course-credit system is the most formidable impediment in the path of progress in the field of college education.

College students have long been thoroughly disgusted with being required to play a long series of little games with this, that, and the other instructor, the object of each little game being to beat the instructor out of a credit with a grade high enough to be counted as one of the number required for a degree. Their disgust has come from the fact that they have been unable to see a reasonable degree of correlation between such a procedure and real educational development and achievement. They have been able immediately to see such a correlation in, and have therefore welcomed, the use of achievement tests to determine the student's ability to express himself with clarity and accuracy in written English, the use of achievement tests to determine his ability to read with facility and understanding in a foreign language, the use of placement tests to determine where a student really, and not merely supposedly, belongs in a well-integrated and correlated series of courses in a particular subject, and the use of comprehensive examinations to determine the extent of the student's

mastery of the factual information, the methods and habits of thought, the techniques and skills, of a large and important field of thought. The number and percentage of students working for honors has greatly increased whenever an institution has adopted the plan of awarding degrees on comprehensive examinations—a plan which discriminates genuine achievement and mastery from mere diligence and memory. Furthermore, students welcome the divorce of the examining, marking, and credit-awarding function from the instructional function, because they realize that this establishes more wholesome relationships between instructor and student; the student sees that under such conditions he and the instructor are working in a common cause—the educational development of the student—that they are not opponents in the game, but are team-mates, both striving to prepare the student to be able to demonstrate to the satisfaction of an independent and unprejudiced agency, an examining board, that he has developed his intellectual powers and has really achieved something of significance educationally.

#### 4. Alumni (Alumnae) Education Programs

Though there are other interesting and important developments that have not been mentioned in this paper and that must be left to such attention as those reading it may see fit to give them, there is one that should at least be listed here; namely, alumni education programs. A number of institutions have at least realized that graduation from college does not mean the end of the educational process and have prepared syllabi and numerous subject bibliographies for their alumni who may wish to pursue courses of general reading or serious study. In many instances such services have been well designed and are well administered, as is testified by the number of alumni who are taking advantage of the opportunities offered. In some institutions alumni week at commencement time has been transformed from a program of buffoonery and worse into an educational week with courses of lectures to suit many different tastes and interests well patronized by alumni who return for educational inspiration.

### III. CONCLUSION

On the basis of a thorough examination the doctors report that the patient (the liberal-arts college), after having been in a moribund and

comatose condition for a dangerously long period, rallied remarkably; she regained strength slowly at first, and then astoundingly rapidly; and at the present time is more vigorous than ever before, fairly surcharged with new life, and is well started on a period of useful service which promises to be more glorious than any previous period in a long career.

TABLE I—Continued

Types of Changes and Experiments		Total							
No.	Week (Registration Period)	North Atlantic Section	South Atlantic and Southeast Central Sections (I)	Northeast Central Section	Southwest Central Section	North Central Section	Rocky Mountain and North Pacific Sections (I)	South Pacific Section	
5. Freshman Week (Registration Period)	U. Buffalo U. Maine	Ambler Colgate U. (a,b) Connecticut Cornell U. Emory Harvard Mt. Holyoke Russell Sage Seton Hill (a,b) St. Lawrence U. Syracuse U. (a,b) U. Buffalo U. Delaware U. Rochester (a,b) Wellesley Wells Yale (a,b)	Bethany Emory U. Florida State Coll. Women (a,b) Geo. Washington U. Rollins (a) U. Kentucky (s) U. South Carolina (a) U. Chicago U. Michigan Wabash Whittemberg	Addisert Earlham U. Chicago	Carleton (a,b) U. Minnesota	U. Missouri Waburn	U. Montana	Coll. Pacifico Mills (a,b)	10
6. Commencement (I)							Baylor U. Coll. Indus. Arts Coe Grinnell Denison U. Flora. Mather Lake Forest Miami U. Mount Union Oberlin U. Chicago U. Michigan Wabash Whittemberg	Baylor U. U. Denver U. Montana U. Washington So. Meth. U. (a,b) Tex. Christian U. U. Arkansas St. Catherine U. Minnesota U. Missouri U. Oklahoma (a) Waburn William Jewell	
7. Encouragement of Scholarship, Initiative and Creative Work							Macalister Antioch (a,b) De Pauw U. Flora Mather (a,b) Franklin (a,b) Florida State Coll. Women (a,b) Geo. Wash. U. (a,b) Rollins (a,b) U. North Carolina (a,b) U. Wisconsin (a,b) West Virginia U. Whittemberg (a,b)	Baylor U. Tex. Christian U. (a,b) U. Kansas (a,b) U. Texas (a,b)	Reed (a,b)
								Pomona Scripta (a) Whittier (a,b)	66

<b>8. Health Service</b>	Barnard Hamilton	Antioch U. Chicago	Reed (a)	5
<b>9. Rednecks</b>	Elmhurst Harvard Mt. Holyoke Seaton Hill Syracuse U. U. Buffalo (a,b) Vassar Wheaton (a,b)	Bethany Duke U. Goucher (a) U. Alabama (a) U. South Carolina West Virginia U.	St. Catherine (a) U. Minnesota	U. Redlands
		Danleian U. Flora Mather Miami U. Purdue U. (a) U. Chicago U. Michigan U. Wisconsin	Baker U. Central Coll. Women Park So. Meth. U. (a,b) U. Arkansas Washington (a,b)	
<b>10. Direction of Non-Curricular Education</b>		Agnes Scott Centre Hood Miss. State Coll. Women U. Alabama U. Kentucky (a)	Simpson	33
			Coll. Pacific (a,b) Mills (a,b) Scripps (a)	
<b>11. Vocational Guidance</b>	Barnard Colgate U. Connecticut Harvard Hunter Mt. Holyoke New Rochelle Syracuse U. U. Buffalo U. Delaware U. Rochester (a,b) Vassar Wellesley Wells Yale	Duke U. Fla. State Coll. Women Goucher U. South Carolina	Carleton (a,b) Adelbert Antioch (a) De Pauw U. Lawrence (a,b) Oberlin U. Chicago U. Wisconsin Wittenberg	Colorado Park Cornell Grimmell Stanford U. U. Colorado (a,b) U. Kansas U. Oklahoma U. Denver
				13
<b>12. Placement Services</b>			Antioch (a)	40
				1

TABLE I—Continued

TYPE OF CHANGES AND EXPERIMENTS	North Atlantic Section	TOTAL					
		South Atlantic and Southeast Central Sections (i)	Northeast Central Section	Northwest Central Section	Southwest Central Section	Rocky Mountain and North Pacific Sections (i)	South Pacific Section
B. Curriculum and Instruction	Colgate U. (a,b) Hamilton (a) Harvard Russell Sage Seton Hill Wheaton Yale	Rollins (a,b)	Northwestern U. U. Chicago	Cornell (a,b) Dame (a,b)	Otis Coll. Women	Scriptus	
1. Units of Courses Required Without Option							14
2. Units of Courses Required With Option				Carleton (a)	U. Idaho (a,b)	Cal. Inst. Tech.	3
3. Courses Required In the Freshman Year	Goucher (a)		Antioch	U. Minnesota	U. Oregon		7
i. Other Courses Open to Freshmen	Colgate U. (a,b) Russell Sage Seton Hill	Bryn Mawr					1
j. Courses Required for the Major	Ambler Bryn Mawr Colby Cokeste U. Connecticut Harvard Hunter Russell Sage U. Delaware U. Maine U. Pennsylvania Vassar Wellesley	Howard Sweet Briar (a,b) U. Kentucky Vanderbilt U. (a)	Franklin Oberlin U. Chicago U. Wisconsin	Carleton	Baker U. William Jewell U. Oregon Whitman Williams U.	Mills (a,b) Occidental U. Redlands	1

6. Number of One-Hour Courses	Hamilton		Adelbert U. Chicago U. Wisconsin	Rice Inst.	U. Denver	0
7. Number of Two-Hour Courses	Hamilton	Geo. Washington U. U. Chicago U. Wisconsin Wittenberg		Rice Inst.	U. Denver	8
8. Examination to Test Reading Knowledge of Foreign Language (g)	Ambient Barard Bryn Mawr (a,b) Columbia U. Harvard Lafayette U. Buffalo U. Delaware U. Rochester Wells Yale	Emory U. Geo. Washington U. Rollins	Danison U. Marietta U. Chicago U. Wisconsin	Grimmell (a) Hamline U. St. Catherine Sk. Olaf	Linsfield Reed U. Washington Williamette U.	Dominican Scripta
9. Foreign Languages Courses	Bryn Mawr (a,b) Colgate U. (b) Mt. Holyoke U. Delaware (a,b)		Carroll U. Chicago	Baylor U. U. Texas		29
						8

(Continued next page)

TABLE I—Continued

Types of Changes and Experiments	Total					
	North Atlantic Section	South Atlantic and Southeast Central Sections (d)	Northeast Central Section	Northwest Central Section	Southwest Central Section	Rocky Mountain and North Pacific Sections (f)
10. Comprehensive Examinations (g)						
a. In Honors Work (g)						
Amherst						
Barnard						
Brown U.						
Bryn Mawr						
Bucknell U.						
Colgate U.						
Cornell U.						
Elmira						
Harvard						
Lafayette						
Syracuse U.						
U. Buffalo						
U. New Hampshire						
U. Rochester						
Yeshar						
Wellesley						
Wells						
Yale						
b. In Major Field (g)						
Barnard						
Colgate U.						
Cornell U.						
Harvard (g,h)						
Mt. Holyoke						
Russell Sage						
Syracuse U.						
U. Buffalo						
U. Delaware						
U. Pennsylvania						
U. Rochester						

7

53

Colorado (a)  
Pacific U.  
Puget Sound  
Reed (g,h)  
U. Idaho  
U. Montana  
Whitman  
Willamette U.

Mills  
Pomona  
Stanford U.  
U. Arizona  
U. Redlands  
U. So. California  
Whittier

Illinois  
Lawrence  
Northwestern U.  
Ohio State U.  
U. Wisconsin  
Wesleyan

Antioch (a,b)  
U. Chicago (g,h)  
Converse  
Duke U.  
Howard  
U. Kentucky  
William and Mary

Carleton  
Cope  
Grinnell  
Hamline U.  
St. Olaf  
U. Minnesota

Macalester  
U. Texas (a,b)

Park  
U. Kansas  
U. Missouri

Reed (a,b)  
Puget Sound  
U. Colorado  
U. Denver  
U. Montana  
U. Oregon  
U. Washington  
Whitman  
Willamette U.

Park  
So. Methodist U.  
Tor. Christian U.  
U. Texas

Coe

Cornell

Park

Colorado (a)  
Pacific U.  
Puget Sound  
Reed (g,h)  
U. Idaho  
U. Montana  
Whitman  
Willamette U.

6. In Other Fields (a)	Wellesley Wells Whitman Wheaton	Bryn Mawr Bucknell U. Lafayette Yale	Trinity	Lawrence Ohio State U.	Rice Inst., So. Methodist U. Tex. Christian U. (a,b) U. Missouri	Puget Sound Walk Whals	Scripta (a) U. Cal. (Berkeley) U. Cal. (Los Angeles)	39
11. Honors Courses (a,b)	Ambert (a) Barnard Bates Bowdoin Brown U. Bry. Mawr Bucknell U. Colgate U. Cornell U. Elmira Harvard Hunter Lafayette Mt. Holyoke Russell Sage Sokol Hill Skidmore (a,b) Swarthmore (a,b) Sprague U. U. Buffalo (a,b) U. New Hampshire U. Rochester Vassar Wellfleet Wells (a,b) Whitman Yale	Berea Bethany (a) Converse Duke U. Geo. Washington U. (a,b) Hood Illinois Lawrence Milwaukee-Downer Marietta Northwestern U. (a) Ohio State U. Purdue U. U. Chicago U. Wisconsin Wittenberg Wooster	Antioch (a,b) De Pauw U. Denison U. Earlham Franklin Goshen (b) Hood Illinois Lawrence Sweet Briar U. Kentucky U. North Carolina U. South Carolina William and Mary Wellesley Mt. Holyoke Russell Sage Sokol Hill Skidmore (a,b) Swarthmore (a,b) Sprague U. U. Buffalo (a,b) U. New Hampshire U. Rochester Vassar Wellfleet Wells (a,b) Whitman Yale	Carlson Coe Cornell Grinnell Hamline Macalester St. Catherine St. Olaf U. Minnesota	Baker U. Coll. Indias Arts Ohio Coll. Women Park (a,b) Flora Mather (a,b) Franklin Illinois Lawrence Milwaukee-Downer Marietta Northwestern U. (a) Ohio State U. Purdue U. U. Chicago U. Wisconsin Wittenberg Wooster	Colorado Linfield Mt. St. Charles Padua Pacific U. Rice Inst. U. Kansas U. Missouri U. Missour	Mills Occidental Pomona Scripta Stanford (a) U. Arizona U. Cal. (Berkeley) U. Nevada U. Redlands U. So. California (a) Whittier (a,b)	16
12. Faculty Direction of Work in Honors							Park Rice Inst.	100
	Berea Duke U. William and Mary						Willamette U.	U. So. California

TABLE I—Continued

Types or Changes and Experiments	North Atlantic Section	TOTAL			
		South Atlantic and Southeast Central Sections (I)	Northeast Central Section	Northwest Central Section	Southwest Central Section
13. Tutorial Work	Colgate U. (a,b) Harvard (a,b) Syracuse U. (a,b) U. Buffalo (a) Wells	Franklin Lawrence	U. Missouri	Rocky Mountain and North Pacific Sections (I)	South Pacific Section
14. Improvements in Examinations	Barnard Bucknell U. Cornell U. Syracuse U. U. Buffalo U. Delaware Yale (a,b)	Adderley Carroll Northwestern U. Oberlin Purdue U. (a)	Coe Deane Grinnell (a) Hamilton U. St. Catharine U. Minnesota	So. Meth. U. U. Arkansas	Mills Scipps
15. Improvements in Marking System	Syracuse U. U. Delaware	Duke U. Fla. State Coll. Women Geo. Washington U. Columbia (a) Hood Rollins (a,b) U. South Carolina (a) West Virginia U.	Carroll Milwaukee-Downer Oberlin (a,b) Purdue U. U. Michigan U. Wisconsin Wittenberg	Carlleton (a) Coe Deane (a,b) Hamilton U. St. Olaf	Puget Sound Reed U. Denver U. Montana U. Kansas
16. Improvements in Curricula	Colgate U. (a,b) Hunter Mt. Holyoke Russell Sage (a,b) Seam. Hill Syracuse U. (a,b) U. Buffalo (a,b) U. Delaware U. Maine U. Pennsylvania	Bedford Converse (a,b) Duke U. Emory U. Geo. Washington U. (a) Hood Rollins (a,b) Sweet Briar (a,b) Ohio State U. U. South Carolina (a,b)	Adderley Antioch (a,b) Earhart (a,b) Franklin (a,b) Lawrence (a,b) Marietta Northwestern U. (a) Oberlin Sweet Briar (a,b) Ohio State U. Rose Polytechnic	Baker U. (a) Oita, Coll. Women (a,b) Park (a) U. Missouri (a) U. Texas U. Minnesota (a,b) Washington (a,b)	Reed (a,b) U. Denver (a,b) U. Idaho U. Oregon (a) Willamette U. Cal. Inst. Tech. Mills (a,b) Scipps Whittier (a,b)

17. Improvements of Amherst St. Lawrence U. U. Buffalo U. Delaware U. Rochester Yale (a,b)	West Virginia U. William and Mary	U. Chicago (a) U. Michigan U. Wisconsin (a,b) Walsh Wooster	Berea Bethany Duke U. Geo. Washington U. Rollins (a,b) U. Alabama U. Kentucky (a)	Antioch Denison U. Illinois (a,b) Milwaukee-Downer Northwestern U. Oberlin (a) Purdue U. (a,b) U. Chicago (a,b) U. Michigan Western Reserve U. Wittenberg	Coe Doane Macalester (a,b) St. Catharine U. Minnesota U. Northwestern U. Oberlin (a) U. Kansas U. Missouri William Jewell	Baker U. Kansas State Agric. Park (a,b) Rice Inst. Sc. Meth. U. U. Arkansas (a) U. Kansas U. Missouri William Jewell	Reed (a) U. Denver U. Oregon U. Washington Whitman	Scripta	63
18. Departments or Courses Not in Other Institutions In the Region	Cornell U. Syracuse U. (a,b) U. Delaware (a,b) Yale (a,b)	Duke U. Geo. Washington U.	Antioch (a) Milwaukee-Downer (a,b)	Purdue U. U. Wisconsin	Ohio. Coll. Women U. Arkansas (a)	U. Denver U. Montana	Col. Inst. Tech. Coll. Pacific Mills (a,b) U. Cal. (Berkeley) U. Hawaii	Scripta	45
19. Class Size and Efficiency of In- struction		Hood Rollins		U. Minnesota	Ohio. Coll. Women Rice Inst. U. Arkansas (a)	Reed (a,b) U. Montana	Scripta	11	
20. Library as an Edu- cational Agency	Cobey Colgate U. Cornell U.	Florida State Coll. Women (a)		Sc. Meth. U.	U. Denver U. Oregon	U. Denver U. Oregon	Scripta	16	
21. Survey and Orient- ation Courses (g)	Bates (a) Brown U. Cobey Colgate U. (a,b) Connecticut (a) Lafayette Mt. Holyoke Russell Sage (a,b)	Geo. Washington U. Goucher Trinity U. Alabama U. Florida U. Kentucky (a) U. South Carolina West Virginia U.	Antioch Carroll De Pauw U. Earhart Milwaukee-Downer Marietta Ohio State U. (a) Oberlin	Carleton Coe Cornell (a,b) Doane (a,b) Grinnell (a,b) Hamline U. Macalester Ohio State U. (a) St. Catharine	Baylor U. Coll. Indus. Arts Okla. Coll. Women (a,b) Park Sc. Meth. U. U. Arkansas U. Missouri	Albany Coll. Idaho Gooding Intermountain Union Linfield Mt. St. Charles N. W. Nazarene Ore. State Agric. U. Missouri (a)	Coll. Pacific Continental Scripta U. Hawaii U. Nevada U. Redlands Whittier (a,b)	Scripta	8

TABLE I—Continued

TYPE OF CHANGES AND EXPERIMENTS	TOTAL				
	North Atlantic Section	South Atlantic and Southeast Central Sections (b)	Northeast Central Section	Northwest Central Section	Southwest Central Section
Selon Hill (a,b) U. Buffalo U. Rochester Vassar		U. Chicago U. Wisconsin Walsh (a,b)	U. Minnesota U. Nebraska	Washington U.	Rocky Mountain and North Pacific Sections (f)
					Pacific U. Puget Sound Reed (a,b) State Coll. Wash. U. Denver (a,b) U. Idaho (a,b) U. Montana U. Oregon (a,b) U. Washington U. Wyoming (a,b) Whitman Whitworth Willamette U.
22. Attempts to De- termine What Are Undergraduate vs. Graduate Courses	Mt. Holyoke	U. Kentucky	U. Chicago U. Michigan		
23. Non-Credit Courses	Goucher (a)				
24. Fine Arts	Amherst Bernard Brown U. Connecticut Cornell U. Lafayette Mt. Holyoke Syracuse U. U. Delaware U. Rochester Vassar	Duke U. Fla. State Coll. Women U. North Carolina (a,b)	Denison U. Flora Mather Milwaukee-Downer Miami U. Northwestern U. U. Chicago U. Michigan	St. Olaf U. Minnesota	U. Kansas U. Oregon
					U. Idaho (a,b) U. Oregon
					Col. Pacific (a,b) Mills Pomona Scarpa (a)
					1
					4
					78

26. Special Grouping of Subjects and Departments (e)	Barnard Bates Colby Colgate U. (a,b) Elmira New Rochelle U. Rochester Vassar	Geo. Wash. U. (a,b) Hood U. South Carolina	U. Chicago Wabash Wittenberg	U. Kansas U. Missouri U. Oklahoma U. Texas Washburn William Jewell Wheaton	Albany Coll. Idaho Colorado Intermountain Union Linfield Puget Sound Reed U. Denver U. Idaho U. Montana U. Oregon Whitman Willamette U.	38
				Scripps		
C. Organization and Administration						
1. Articulation of Sec- ondary School, Junior College, and Senior College	Colgate U. U. Buffalo (a,b)	Berea Centre Emory U. Geo. Peabody Geo. Washington U. Goucher (a,b) U. Kentucky U. South Carolina (a,b)	Lawrence U. Wisconsin	Cornell (a,b)	Park U. Arkansas (a,b)	U. Colorado U. Denver U. Idaho (a,b)
2. Upper and Lower Divisions (e)	Hamilton (e) Mt. Holyoke Syracuse U. (a) U. Buffalo (a,b) U. New Hampshire Wellesley Yale (a,b,e)	Berea (a,b) Emory (a,b) Geo. Wash. U. (a,b) Rollins (a,b) U. Kentucky U. South Carolina West Virginia U.	Adelbert Knox Oberlin Ohio State U. U. Chicago (a,b) U. Wisconsin (a,b) Wabash Wooster	Hannibal U. U. Minnesota U. Nebraska	Tex. Christian U. (a,b)	Dominican Linfield Reed U. Denver U. Idaho (a,b) U. Montana U. Oregon U. Washington Willamette U.
3. Co-ordinate Educa- tion (e)	Brown U. U. Delaware U. Rochester	Centre (a,b) Duke U.	Western Reserve U.			Occidental
						7

TABLE I—Continued

TYPE OF CHANGES AND EXPERIMENTS	TOTAL					
	North Atlantic Section	South Atlantic and Southeast Central Sections (1)	Northeast Central Section	Northwest Central Section	Southwest Central Section	
4. Selection, Improvement, Promotion, and Salaries of College Faculty	Mt. Holyoke Syracuse U. U. Buffalo (a) Wheaton	Florida State Coll. Women (a) Geo. Washington U. Hood (a) Rollins (a,b) U. Kentucky	Carroll Merita (a) Oberlin (a) Purdue U. U. Chicago (a,b) U. Michigan Western Reserve U. Wittenberg	Carleton Coe Grinnell Hamline U. Macalester U. Minnesota U. Nebraska	Rocky Mountain and North Pacific Sections (1)	South Pacific Section
5. Faculty Sabbatical (e)	Mt. Holyoke Syracuse U.	Birmingham-Southern U. Kentucky	Antioch Denison U. Marietta	Carleton Doane Grinnell Hamline U. Macalester U. Minnesota U. Nebraska	So. Meth. U. U. Kansas	Mills (a,b)
6. Alumni Education (e)	Lafayette (a,b) Mt. Holyoke (a) Syracuse U. (a) Vassar (a,b)	Berea (a,b) Birmingham-Southern (a) Waywayseecappo	Denison U. Lawrence (a) Marietta U. Chicago U. Michigan (a,b)	Grinnell Hamline U. Macalester U. Minnesota U. Nebraska	Coll. Indus. Arts (a,b) U. Arkansas U. Missouri Washington U.	Mills (a,b)
7. The Tuition System (d)	Mt. Holyoke	Agnes Scott (a) Centre	Marietta	Coe Doane	Rice Inst. U. Colorado	19
8. Special Studies of Cost of Instruction (e)	Mt. Holyoke U. Buffalo			Carleton Coe Hamline U. St. Olaf U. Minnesota	Okl. Coll. Women U. Kansas	Occidental

9. Scholasticism System	Bucknell U. Mt. Holyoke New Rochelle U. New Hampshire	Antioch De Pauw U. (a) Otterbein U. Chicago	Rice Inst. U. Kansas (a,b)	10
10. Academic Freedom		U. Chicago		1
11. Research Foundations	Brown U. Lafayette Mt. Holyoke Syracuse U. U. Buffalo U. Maine	Geo. Washington U. Antioch Lawrence Marietta U. Chicago U. Wisconsin (a,b)	Rice Inst. So. Meth. U. U. Arkansas U. Kansas	U. Arizona U. Hawaii
12. Administrative Machinery	Cornell U. Mt. Holyoke U. New Hampshire Wellesley	Centre Geo. Wash. U. (a,b) U. Alabama U. Kentucky (a)	Baylor U.	U. Denver
13. College Support, Endowment, the Budget, and Other Phases	U. Buffalo	Centre Milwaukee-Downer Marietta Wittenberg	U. Kansas	Cal. Inst. Tech. Claremont (a,b) U. Cal. (Berkeley) (a,b)
14. Special Study of Aims and Objectives (g)	Amherst Hamilton U. Buffalo	De Pauw U. Oberlin Ohio State U. U. Chicago	Park	U. Denver U. Idaho
15. Chapel	Vassar	Centre Rollins Sweet Briar	Baker U.	U. Colorado U. Denver
16. Social Life, Fraternities and Sororities		Milwaukee-Downer	U. Arkansas	Brigham Young (a,b) U. Denver
		Carleton (a,b) Cornell Macalester Simpson		Coll. Pacific Pomona U. Cal. (Los Angeles) U. Redlands

TABLE I—Continued

TYPE OF CHANGES AND EXPERIMENTS	North Atlantic Section	South Atlantic and Southeast Central Sections (I)	Northeast Central Section	Northwest Central Section	Southwest Central Section	Rocky Mountain and North Pacific Sections (I)	South Pacific Section	TOTAL
17. Community Life, Housing (f)	Brown U. (a) Cornell U. Harvard (a,b) Lafayette U. Rochester Vassar (a) Yale (a,b)	Duke U.	Antioch (a,b) Lake Forest Miami U. U. Chicago	Grimmell (a,b)		Albany Puget Sound Reed	Pomona Scripps (a)	18
18. Student Participa- tion in Govern- ment	Mt. Holyoke Skidmore (a,b) Vassar	Hood (a,b) Rollins	Antioch Milwaukee-Downer Oberlin Western Coll. Women			Colorado U. Colorado U. Denver	U. Redlands	13
19. Absences and the Cut System	Connecticut Mt. Holyoke New Rochelle Syracuse U. U. Rochester	Emory U. (a,b) Geo. Washington U. Rollins U. North Carolina (a)	Carroll Milwaukee-Downer Oberlin Wittenberg	Macalester	Baylor U. Rice Inst.			16
20. Miscellaneous	U. Buffalo	Geo. Washington U. Rollins (a)	U. Wisconsin (a) Western Reserve U.			Red U. Denver	Coll. Pacific Scripps (a)	9

The name of every institution not accompanied by "U" is the name of a college. Thus, "Illinois" means "Illinois College," not "University of Illinois."

(a) Outstanding. (b) A succinct description of this experiment appears in Chapter III. (c) Under "honors courses" are included also reading plans and independent study plans of whatever nature. (d) Includes increases in tuition. (e) The Freshman year is handled as a separate unit. (f) Institution is named if it reports having freshman housing plans. (g) All institutions known to be using the practices described under this head are included on the chart, since the use of such a practice implies a certain degree of experimentation. (h) All institutions are included which reported personnel directors, bureaus, or committees, or continuous advisory systems with cumulative files. (i) To economic space, the Southeast Central Section (Alabama, Barre, Birmingham-Southern, Chattanooga, Centre, George Peabody Howard, Kentucky, Mississippi, Missouri, Mississippi State, Tulane, and Vanderbilt) has been combined with the South Atlantic Section. (j) To economic space, the Rocky Mountain Section (Colorado College, University of Colorado, Denver, Brigham Young, Wyoming) has been combined with the North Pacific Section.



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ONE HUNDRED TWENTY-EIGHT OUTSTANDING CHANGES AND EXPERIMENTS

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## CHAPTER III

# ONE HUNDRED TWENTY-EIGHT OUTSTANDING CHANGES AND EXPERIMENTS

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Compiled by

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From the wealth of material generously submitted in the study undertaken by the American Association of University Women it has been our endeavor to select and present in this chapter descriptions of those changes and experiments which seem most unusual, outstanding, and important, in the sense that they contribute material or technique of significance to the improvement of liberal-arts education.

### Method of Selecting Material for This Chapter

From many institutions came carefully detailed reports of changes or endeavors which were being made with regard to almost each topic mentioned in the outline under the general headings of care and direction of students, curriculum and instruction, organization and administration. To effect the necessary condensation and organization of the data two plans were adopted.

First, the names of all colleges reporting some change or effort in a particular field were entered on a table opposite the title identifying that field (see Table I, which appears at the end of Chapter II). By consulting this table it is possible for the reader to locate all experiments of a similar nature, and to obtain an idea of the extent of the innovations reported in a given field.

Second, from the many statements of innovation there were selected reports of those new departures which seemed to offer material of unusual significance, such as would be of aid to others interested in improving the materials and methods of liberal-arts education. For each of the selected reports a brief summary was then prepared, giving a condensed yet reasonably complete picture of the essential features of the change or experiment, and giving always whatever data were available regarding the result, or evaluation, of the plan.

The descriptions of the plans, thus prepared, which happened to be one hundred twenty-eight in number, were sent to the members of the National Advisory Committee, as mentioned in Chapter I, in order that the eminent educators who were members of the Committee might express their opinions as to which of the plans reported seemed to offer most of promise to the liberal-arts college. The results of this expression of opinion are offered in Chapter IV. In the present chapter are printed the one hundred twenty-eight descriptions of changes and experiments, selected as just stated.

#### Comments on the One Hundred Twenty-Eight Plans Selected for Description

Needless to say, in a selection of this kind considerable difference in judgment is inevitable; some would select these changes as significant, others those. Moreover, it is often difficult to determine what is a 'change,' because what may be a change for one institution may have nothing of novelty for another. Many a practice is listed in this chapter as a 'change' though it may already be in use in another institution, but if it has been reported by a college as a new plan, if there are particular features of the plan which are distinctive to that college, and if the plan has significance in the improvement of liberal education at the college level, it has been included as worthy of description. For example, honors courses have been introduced by many institutions, but an account is given of the honors courses at Swarthmore College because these courses have decidedly distinctive features and constitute a noteworthy example of honors work, and because Swarthmore was a pioneer in providing in this country a form of work having so profound an influence upon educational method. Honors work has been listed here for other colleges when the information from the colleges indicated that this work was for them an innovation of more than usual importance, having certain peculiar provisions not common to honors work in general.

Personnel work is a recent development of consequence in liberal-arts colleges. Many elaborate plans are in operation, and it cannot be said that one is more of an innovation or more successful than another. A description of a personnel service or a personnel department has been included in this chapter only when a special report regarding it has been presented by an institution; the conclusion should not be drawn that the instance here included is newer or more effective than some other not included.

In the following pages the descriptions of changes and experiments are arranged according to the nine geographical sections into which the country was divided for the purposes of the A.A.U.W. Study.

The sources of information for each item described are indicated in parentheses at the end of the descriptions. Quoted material is set with indented left margin.

### I. NORTH ATLANTIC SECTION

#### 1. Brown University, Providence, Rhode Island

a. *Departmental Communities.* The following quotations describe this development at Providence.

Brown proposes to complete as soon as possible the adequate housing upon the campus of departments that are at present inadequately provided for.

These establishments, which are designated laboratories in the case of the scientific departments, should include a departmental library as the central feature, offices and studies for the staff, seminar and conference rooms, classrooms large enough for advanced classes; and such apparatus, ornaments, and illustrative materials as tend to create an atmosphere appropriate to the subjects and inviting to students. Here they find not only the books, materials, and an atmosphere conducive to study, but also the intimate contacts and association with professors and graduate students which it is a fundamental policy of Brown to promote.

These departmental communities have already become a characteristic feature of Brown and have proved beyond question to be of the highest practical value. They developed naturally in some of the laboratory sciences, but were deliberately established in some of the other departments, notably in Modern Languages. Even the partial provisions for housing the departments of English, Mathematics, the Classics, Philosophy, Biblical Literature, Social and Political Science, and Art have yielded results more than proportionate to the expense involved.

The effect on the morale of the teaching staff and the stimulation of student interest argue strongly for the early completion of these departmental communities as a distinctive feature of Brown.

(Quoted from Report of the Survey Committee. *Bulletin of Brown University*, 27: October, 1930, 61.)

#### 2. Bryn Mawr College, Bryn Mawr, Pennsylvania

a. *Examination to Test Reading Knowledge of Foreign Language.* As an illustration of provisions which certain colleges are making to ensure that their graduates shall have a reading knowledge of a foreign language, there are quoted here the requirements of Bryn

Mawr College for an examination to test a reading knowledge of French and German.

A reading knowledge of French and German is required of all students. The language which the student offers at entrance is known as the First Foreign Language, and the other as the Second Foreign Language. The First Foreign Language must be offered for examination in the autumn or spring of the junior year. Students failing to pass must present themselves for re-examination on the first or second Saturday of their senior year. Any student who at that time receives a grade below 50 will be prevented from receiving her degree at the end of her senior year. She will not be allowed to present herself for a third examination before the autumn of the following year, but may present herself for any subsequent examination. Any student receiving a grade between 50 and 60 must register for work under the direction of the department. She may then take a third examination in the spring of her senior year. The Second Foreign Language may be taken in any autumn or spring after entrance up to the end of the junior year. A student who receives a grade below 60 may not offer herself for re-examination until the following autumn. Examinations in the Second Foreign Language for those students who have not fulfilled the requirements by the end of their junior year are the same as for the First Foreign Language. (A student who offers Latin and Greek at entrance may count both French and German as Second Foreign Language.)

Extra-curriculum supervised reading in French and in German, conducted by regular members of the respective departments without charge to the students, may be taken if desired by students in either French or German.

("Undergraduate courses, 1931." *Bryn Mawr College Calendar*, 24: May, 1931, 42.)

### 3. Colgate University, Hamilton, New York

a. *The Colgate Plan.* In 1927 committees of the faculty of Colgate University began an intensive and critical study of the effectiveness of college education, as carried on at Colgate and elsewhere, with a view to determining its main defects and devising plans for remedying them at Colgate. As a result of the study, the Colgate Plan was worked out.

The Plan attacks the problem at two of its most critical points. The first is the necessity for giving to the newcomer to college during his first year a comprehensive view of the entire field of human knowledge as a basis for the choice of the main line of his intellectual activity during his college course. The second is the need for continuous, systematic, understanding guidance for the student during his introductory year.

The freshman survey courses, which were one outcome of the faculty's study, were partially installed in 1928 and have been fully developed since then. These survey courses are five in number—one each in the physical sciences, the biological sciences, the social sciences, the fine arts, and philosophy and religion. Every freshman is required to take these courses. The five courses occupy two-thirds of the student's classroom time; the other third is used as seems best in the individual case. In developing the survey courses, Colgate found the importance of having them carried on in small groups, where intimate, informal discussion is possible. Colgate is aware that it did not invent the survey course, but it believes it is the first to carry the idea to its logical conclusion, and that its five courses, spreading over the whole domain of human knowledge, and required of all freshmen, constitute a new departure in college education. The survey courses have already achieved important results in the improvement of education at Colgate, on the testimony of students, faculty members, and administrative officers.

After this comprehensive introduction in the freshman year, the student is asked to select one portion of the field as his own and to concentrate his efforts for the next three years mainly within its boundaries. To facilitate this end, the departments of instruction have been regrouped into six Schools, or fields of knowledge: Physical Sciences; Biological Sciences; Social Sciences; Fine Arts; Adaptation Studies—philosophy and religion; Language. (No freshman survey course is established in the field of Language, because the problem of adapting the idea of the survey course to that field proved a difficult one, but it is being carefully studied with hope of satisfactory solution.) This grouping into Schools correlates departments and has a direct bearing upon the thinking and actions of the student in planning his way through college. In the last two years instruction is carried on as largely as possible by the conference, or seminar, method; independent work is pursued by those with capacity; a final comprehensive examination is required in the chosen field.

The third major provision of the Colgate Plan is for a freshman tutorial system. This will be closely coördinated with the freshman survey courses and will lay a foundation for the concentration and individual work of the later years. It will be put into operation as soon as ways and means are provided. The system attacks the critical problem of the personal development of the individual at a vital point—the very beginning. Each freshman will be assigned to a tutor whom he will meet regularly throughout the year, once a week, for an hour, preferably in surroundings as unlike the classroom as possible. The tutors will be mature members of the faculty, qualified by experience, ability, and temperament to understand the problems of the student, to survey his interests, tastes, and possibilities, to guide his progress, to aid him in learning how to study, to stimulate him to think. Each faculty member serving as freshman tutor will be responsible for ten freshmen. He will be relieved from a part of his teaching schedule in order that he may have time for this work. The tutorial conferences will be an integral part of the educational program.

(Summary prepared from typewritten and printed reports and papers of President George B. Cutten of Colgate University, submitted by him in June, 1931, for use in the A.A.U.W. Study.)

#### 4. Harvard College, Cambridge, Massachusetts

a. *Admission without Examination under the Highest-Seventh Rule.* From the *Register* are quoted these statements:

As an experiment, the following modification has been introduced in the requirements for admission:

A student who has completed in regular course a programme of study in a good secondary school which satisfies in general the requirements for admission by the New Plan may, if recommended by his school, be admitted without examination, provided he has ranked in scholarship in the last two years of his school course in the highest seventh of the boys in a graduating class containing at least seven boys. Applications for admission by this method from well-qualified students will be gladly welcomed by the Committee, and principals of schools are invited to correspond with the Chairman if doubt exists as to the eligibility of candidates.

Since the plan of admission without examination is intended primarily for applicants residing in distant states and from schools that have not prepared students for College Board Examinations, the Committee on Admission will ordinarily expect candidates from large eastern centers and from schools which offer definite preparation for Board examinations to take examinations under either the Old or the New Plan.

Applications for admission without examination must be filed in the office of the Committee on Admission, 17 University Hall, Cambridge, on or before July first in the year in which the candidate first graduates from a secondary school.

Applications should state specifically

- (a) The number of pupils in the graduating class.
- (b) The applicant's exact numerical rank in the class.
- (c) The number of boys in the class.
- (d) The applicant's exact numerical rank among the boys in class. . . .

Candidates are eligible for admission without examination only in the year in which they first graduate from a secondary school.

("Catalogue issue." *Official Register of Harvard University*, 26: November 29, 1929, 318-319.)

b. *Tutors and General Examinations.* The Harvard system of tutors was patterned after the Oxford plan.

It differs from the Princeton plan in that stress is placed upon a broad program of study, a general examination, and the tutorial conference. The general examination . . . is designed to substitute mastery

of a subject for successful completion of course-requirements. It was first introduced in the division of history, government, and economics in 1912; by 1925 it had been extended to include all students in all departments except mathematics and the physical sciences. Tutorial instruction was introduced in 1914 and is co-extensive with the system of general examinations. Tutors are of all ranks from instructor to full professor, some giving full time to tutorial instruction and others giving part time only to this work. Most tutorial instruction is given in individual conferences, lasting from a half-hour to an hour. However, students having similar interests may be met in groups of two or three.

Perry [see "The Preceptorial or Tutorial System. Report by Committee G." *Bulletin of American Association of University Professors*, November, 1924.] says:

The tutorial method of instruction (including tutors, preceptors, honors, directors, etc.) is designed to achieve an educational result that may be summarized briefly as follows: the substitution of the mastery of a subject for the accumulation of credits in separate courses; intellectual initiative and independence on the part of the student; such close and informal contact between teacher and student as will, on the one hand, bring into play the personal influence of the teacher, and, on the other hand, both discover and meet the individual needs of the student.

Perry states that Committee G of the American Association of University Professors believes that the tutorial system is as inevitable in America as was the elective system a generation ago, and that it may be properly described as the next great experiment in American higher education. It appears already to have stimulated intellectual interest and raised intellectual achievement among American undergraduates. The committee expresses the opinion that the tutorial method is most appropriate and most needed in connection with the field in which the student concentrates or specializes; that in case it is necessary for reasons of cost to restrict further the application of the tutorial method, the method should be applied to advanced work in preference to elementary work, and to relatively competent students in preference to relatively incompetent ones; and that tutors should be merged with the general teaching staff and should be given opportunity to give lectures.

(National Society of College Teachers of Education. *Current Educational Readjustments in Higher Institutions*. Yearbook XVII. University of Chicago Press, Chicago, 1929, 110-111.)

c. *The Harvard House Plan.* The new Dunster House and Lowell House, which were opened for residence in September, 1930, are the first of a series of social and residential units within which undergraduates will live and study during their three upper-class years. Each House contains, in addition to offices for its master and associates, bedrooms

for about 250 students, baths, dining room, library, common rooms, and squash courts. The Houses follow the English small-college-unit plan.

This plan of dividing the college into residential groups, which had been under consideration at Harvard for some twenty years and was only recently made possible by the generous donation of Mr. Edward S. Harkness, is expected to give stimulus to scholarship and intellectual interest, and aims to bring into close contact a body of students with diverse interests but with a corporate spirit, and make possible more personal attention to the individual. Existing buildings and college dormitories are to be utilized for other units in the near future.

President Lowell describes the Houses and their purpose as follows:

Each House is organized with a master at its head and a body of tutors—the unmarried ones having suites therein where they live, those who are married and live away, rooms where they meet their pupils; the students in each House being assigned so far as possible to the tutors connected therewith. . . . Then there is a small body of associates—older members of the faculty—belonging to each House who have the privileges of its table and its common room and who come there frequently. Membership on the part of the students is voluntary, with the natural result that at first some upperclassmen, who have been living elsewhere and have formed their associations, will prefer to stay where they are, and the plan will not be complete at once. But eventually the advantage of the conditions will bring all men into the Houses, and it would seem with the more enthusiasm because it is voluntary. . . .

One can easily see how the closer contact of the students with the teachers, and especially the tutors with whom they are already on friendly terms, would naturally be increased by bringing them all into a community united by a common life. To meet one's tutor in his office, and still better in his room in one of the college buildings, brings a pleasant and stimulating relation; but much more is that which comes from living in a household to which both belong, where one may meet him at table or in the lounge. The aim of the Houses is to become an academic society, where the students are thrown not only with the members of the teaching staff but also the older with the younger, the sophomores, juniors, and seniors together. . . .

Thus the Houses are far more than a method of housing. They are attempts to form communities which will embody and promote the spirit that we have been trying to introduce into the college. We believe they will make the undergraduates feel themselves members of an association whose object is their education, or rather, providing them with an environment conducive to their educating themselves; and the college a place where scholars may not only be listened to in the classroom, but conversed with informally, in an atmosphere challenging discussion and thought on the part of all capable of profiting by a university edu-

cation. For us the time was ripe for the House plan. It is an experiment, of course, but an experiment not in housing, but in the conditions of serious self-education.

(Lowell, A. Lawrence. "The Harvard house plan." *Bulletin of the Association of American Colleges*, 17: March, 1931, 94-96.)

### 5. Lafayette College, Easton, Pennsylvania

a. *Alumni College*. Lafayette College in 1929 made what it regards as a more than usually significant contribution to the advance of higher education.

This contribution was the first Alumni College to be organized in the United States. Although the general problem of adult education has long had a place in the educational consciousness, the inspiration for this unique experiment came from those who were studying certain phases of the matter at Lafayette College.

In President Lewis' words, "the Alumni College was founded upon the theory that an institution of higher learning is rendering its full service only when it offers continuing instruction to those who have passed out of its halls—graduates who should be given the chance periodically to refreshen themselves at those sources of learning which make for the abundant life." Acting on that principle, the college last spring sent invitations to all its alumni to attend the first Alumni College. It was planned to hold it throughout the week following Commencement. . . .

On the morning of June 10th the College assembled for the first time, with eighty alumni in attendance. Seven heads of departments constituted the faculty, and classes were held every morning, followed by roundtable discussions. Courses were given in "Types of Tragic Drama," "Current Movements in Education," "Politics and the Individual," "Old Testament Literature," "Developments in Electrical Engineering during 1928—Transient Phenomena." . . . The head football coach . . . conducted a class in football coaching, and the coach of lacrosse also gave practical demonstrations in the technique of that game to all who were interested. Each of the regular courses was given every morning during the week, and the students were free to attend whatever courses they pleased each day. As a matter of fact, the courses that were offered were decided upon because of the expressed preference of the graduates some weeks before the College began. . . .

This completes a brief description of the first Alumni College at Lafayette. It was mentioned above that it was deemed to be a unique experiment, and such it was. But the significant part is that the experiment worked. It was actually successful from the point of view of all parties concerned, and it is in that fact that its contribution to American higher education rests.

(*The Alumni College at Lafayette*. June 10-16, 1929. Lafayette College, Easton, Pa., 1929, 3-5.)

## 6. Russell Sage College, Troy, New York

a. *New Curriculum.* In September, 1930, Russell Sage College introduced with its freshman class a new plan of education.

Under this new scheme all freshmen are required to take the same work in the first year regardless of the major which they wish to carry in college. The academic subjects carried are—English, social science (including a survey of history, economics, sociology and government), natural science (which attempts to give a view of the fields of geology, astronomy, physics, chemistry, and biology), a modern language, one semester of art appreciation, and one semester of introduction to philosophy. The subjects of a non-academic type are—"College Problems" (aims to assist the freshman in her adjustment both to her academic and social life), a course in health (very closely related to a student's daily life on the campus), and a course in vocational orientation, which combines a background of the history of women with a look at woman's opportunities in the business and professional world to-day.

At the end of the freshman year each student is expected to name her choice of the field which she wishes to follow and then with the head of the department chosen she maps out her career for the next three years. The courses for the sophomore year will be foundational in nature, as we have aimed to have those in the freshman year exploratory in treatment. At the beginning of the junior year we hope the student will be able to begin a more independent type of work in preparation for the seminar work which she will have in her senior year, followed by a comprehensive examination in the field chosen.

We are hoping by the use of this plan of education to accomplish a number of things; but one very definite thing which we have in mind is that the student is to be the center in this proposed scheme and that under the guidance of capable faculty and with a carefully outlined plan for her three years of work, after she has viewed the various fields of knowledge in the freshman year by the survey courses which I have named, she will be able to carry on a scheme of self-education which we hope will be highly profitable and will aid materially in her development.  
*(Statement submitted by Dean Grace Handsbury, January, 1931.)*

## 7. Seton Hill College, Greensburg, Pennsylvania

a. *Orientation.* Orientation courses have sprung up in many American colleges in the past few years.

From the first, Seton Hill has done special work for freshmen to level them up to college grade, to acquaint them with wider fields visible from that higher level, and to equip them to work fruitfully therein. The various items of that orientation work and personnel service are here assembled for convenience of reference. There is no general orientation course, but specific existing courses are used for general orientation purposes, and credited in the fields to which they belong. Freshmen are

classified as science (i.e., physical science) or non-science and treated accordingly. Science freshmen can profit by the orientation in history, but their special needs are met in the departments in which they will do their major work in later years. It is felt that both classes need religious orientation; hence this work is prescribed for both.

1a. Orientation, Methods and Tools. First semester, 5 sessions weekly. During the first semester the Dean of the College will assist freshmen in making their adjustments to college and its more intensive work, aid them in budgeting their time, supervise their study periods, and train them in note-taking, outlining, use of libraries, reference books, catalogs, and indexes. Prescribed for freshmen, but without credit. See note to Course 1b.

1b. Orientation, College and Career. Second semester, 5 sessions weekly. In the second semester the Professor of Education will give freshmen a detailed exposition of the college organization and, together with her fellow counsellors, the Dean of the College and the Professor of English, give them educational and career guidance. One lecture, four laboratory periods weekly throughout the year. Laboratory shall consist of two hours (7:00 P.M. to 9:00 P.M., Mon., Tues., Wed., Thursday) under supervision in the Reserve and Reference Reading Room. Prescribed for freshmen, but without credit.

2a-b. Orientation, Geographic. One year, 4 credits. . . . Advised for freshmen. Not prescribed.

3a-b. Orientation, Historical. One year, 8 credits. . . . Prescribed as background for non-science freshmen.

4a-b. Orientation, Religious. One year, 4 credits. . . . Prescribed for freshmen and sophomores in alternate years. Credited in the Social Sciences.

5a-b. Orientation, Religious. One year, 4 credits. . . . Prescribed for freshmen and sophomores in alternate years. Credited in the Social Sciences.

(*"The College, 1930-31."* *Seton Hill Bulletin*, 12: March, 1930, 24-25.)

## 8. Skidmore College, Saratoga Springs, New York

a. *Honors Courses.* Dean Margaret Bridgman writes: "I feel that the most valuable of the experiments which we are making are the Honors Courses, the Student-Faculty Curriculum Committee, the Quality Point System, and the Senior Sponsor Plan of Freshman Guidance."

Superior students in the junior and senior years are allowed to elect honors courses for three hours of credit. Except in special cases a student is expected to be a major in the department in which she elects such a course, and she must have attained an A average in that subject. Conferences between the student and her instructor take the place of regular class attendance, and a term paper may be substituted for the final

examination if the instructor so desires. Prior to the final examination a public conference is held, at which the student presents a résumé of her work before other students and visiting instructors.

Senior students of honors grade in technical departments are allowed special credit for work done away from Skidmore, either for special study during a fraction of the year or for a combination of summer work with related assigned readings under the supervision of the division instructor.

(*"Catalog for 1929-30."* *Skidmore College Bulletin*, 15: March, 1930, 18-19.)

b. *Student-Faculty Curriculum Committee.* As noted above, the Student-Faculty Curriculum Committee is regarded by Dean Margaret Bridgman as a valuable experiment. There are six faculty and seven student members. The purpose is improvement of the curriculum.

(See "*Catalog for 1929-30."* *Skidmore College Bulletin*, 15: March, 1930, 13.)

#### 9. Swarthmore College, Swarthmore, Pennsylvania

a. *Personal Interview Required for Admission.* Dean Raymond Walters, of Swarthmore College, speaking in 1926 before the National Association of Deans of Women, indicated that the application of the personal interview method was relatively restricted, and he emphasized how useful the method might be for the small college or for the individual schools of large universities. Dean Walters said:

After four years of experience with the method at Swarthmore, where we have developed it concomitantly with our Honors Courses, we submit it as a modest contribution to educational technique in the hope that others having similar problems may find it similarly helpful. . . .

Swarthmore College is a member of the College Entrance Examination Board, and we believe that, where candidates have attended schools which prepare for the Board examinations, they are a valuable test of scholastic ability and training. The large proportion of our students, however, enter upon certificates from secondary schools whose work we know. As a rule we refuse to consider candidates who rank lower than the highest fourth of their graduating class.

Then, to make our process genuinely selective, we apply our personal interview method. With four times as many men and seven times as many girls applying as we can accept, it is not possible to interview all candidates. Those whose school records place them in the highest group are invited to call at Swarthmore during their senior year at school. Members of our Admission Committee conduct a series of interviews at New York, Washington, and other places. When candidates live at considerable distances we arrange for interviews with alumni of Swarthmore living in those sections, and when this cannot be done we seek the help of other college alumni.

It is our invariable rule that no candidate is admitted without an interview with members of our Faculty Admissions Committee or some representative of the College.

Just what is our aim? Well, our chief aim is to discover what is ordinarily not revealed by the written examination, the school certificate, the psychological test: I mean the aspiration of the candidate toward the intellectual life, his concern for spiritual values. It is just this aspiration and this concern which would border on priggishness for a young person to write about in an examination paper or a letter of application. It is hazardous even to talk about them. The main test of us as interviewers is the measure in which we can sense these things as we see and hear these youths and maidens.

Another aim of these interviews is to find out how well the candidates know what they know best—not to discover gaps. . . .

In our search for intellectual enthusiasm and the genuine spirit of service, we find the reading candidates have done or haven't done to be a valuable index. We make allowances for background and lack of guidance. . . .

I have dwelt upon the advantages of the personal interview method. What about its disadvantages, dangers, limitations? The disadvantages lie in the tedious and arduous work it imposes upon the faculty members who serve as interviewers. There are compensations, however. The dangers are the real dangers of subjective judgment as compared with objective results in written examinations, psychological tests, and school records. The way to minimize the dangers is to have each candidate interviewed by several persons, as we do at Swarthmore, and to use the interview along with other evidences. The limitations are the impracticability of interviewing several thousand candidates, as would be necessary in large institutions.

For small colleges and especially, it seems to me, for professional schools of medicine and law in the universities, the interview method is of real value. It is simply carrying into the academic world a method universally used in final selections for positions of responsibility in the professional, the scientific, and the business world.

(Walters, Raymond. "The personal interview as one basis for admission to college." *Thirteenth Yearbook, 1926, National Association of Deans of Women*. Washington, D. C., 1926, 139-143.)

*b. Honors Courses.* The following quotation explains the interesting development of honors courses at Swarthmore.

The introduction of honors courses as an important part of the work in American institutions of higher learning is a relatively recent movement. . . . Aydelotte estimated in 1925 that approximately one hundred institutions had adopted some type of honors work. In Swarthmore College honors courses have been in operation since 1922. The first year there were eight students; now the number has increased to 40 percent

of the students in the upper division of the college. Ryan states that honors courses have been adopted more rapidly than anyone would have prophesied a few years ago. . . .

Palmer states that Aydelotte in an unpublished report has characterized the three essential elements of a system of honors courses as (a) a selection of the best students, (b) a more rigorous course of study for them than is provided in the typical curriculum, and (c) the greatest possible freedom of work consistent with adequate supervision.

Swarthmore College has been a pioneer in the development of the honors-course plan in America. In addition to the three elements mentioned above, Aydelotte states that other elements included in the Swarthmore plan are careful guidance of honors-course students by senior members of the faculty, a program unified and clearly defined, weekly written reports covering work done by the student, and comprehensive examinations at the end of the course, conducted by outside examiners. The most complete description of the Swarthmore plan of reading for honors has been given by Brooks<sup>1</sup> in his report of the first five years of honors work. Honors work at Swarthmore has, since its inauguration in 1922, been based on work superseding the regular requirements.

Brooks reports that honors courses were found in social sciences and English in 1922; in French, German, mathematics, and physics in 1923; in electrical engineering in 1924; in Greek and Latin in 1925; and in education and chemistry in 1926. Beginning with the college year 1927-28, honors work was offered in ten fields as follows: (a) classics; (b) English literature, modern history, philosophy, and fine arts; (c) Romance languages; (d) Germanic languages; (e) social sciences; (f) physical sciences; (g) biological sciences; (h) chemical science; (i) engineering science; and (j) education.

Students are admitted to read for honors at the beginning of their junior year. About the middle of the college year, sophomores who wish to read for honors must hand in an application. Approval is based upon academic work, college activities, and results of the intelligence tests given during the freshman year. About 90 percent of the applicants are accepted. Honors students at Swarthmore are freed during their junior and senior years from attendance upon regular class work. They are freed also from taking all tests and examinations in ordinary undergraduate courses. They are advised, however, to attend any regular undergraduate courses which may be helpful to them in preparing for the final comprehensive examinations which all must take at the completion of their senior work. . . .

Brooks states that the advantages obtained at Swarthmore by means of the honors program are as follows: (a) the honors system has considerably lengthened the average day's work of honors students; (b) every honors student who expects distinction reads regularly during vacations;

<sup>1</sup> Brooks, Robert C. *Reading for Honors at Swarthmore*. Oxford University Press, American Branch, New York, 1927. 196 pp.

(c) following the example of honors students, many of those not reading for honors read also during vacations; (d) the adoption of the honors plan has increased the number of students who go on with graduate study; and (e) an overwhelming majority of the honors graduates are strongly in favor of the honors plan.

(National Society of College Teachers of Education. *Current Educational Readjustments in Higher Institutions*. Yearbook XVII. University of Chicago Press, Chicago, 1929, 103-106.)

#### 10. Syracuse University, Syracuse, New York

a. *Tutor-Adviser System*. A new tutor-adviser system was installed in 1930-31 in the equally new Lower Division.

- Aims:—
  1. Individual training in methods of study and thinking
  2. Adjustment to university life

The subject matter is that of the 'adviser' system: the method is that of the 'tutorial.' This year the plan is to be only for freshmen men.

The essence of the system (at least during its first year) is its voluntary nature—as regards both the student and the tutor. The student requests the training, and undertakes as his obligation the keeping of tutorial appointments and the devotion of from fifteen to thirty hours to outside preparation during the year. The claim on the time of the tutor would approximate a half-hour in preparation and a half-hour in conference with the student for each of six to ten tutorials. It is hoped that many members of the faculty . . . will indicate their willingness to undertake the tutoring of from one to four men each.

As soon as possible after registration, each tutor will be sent (a) a transcript of the important facts in the student's pre-college background, (b) a list of his courses, (c) a list of the hours at which he is available for conferences, (d) a copy of Brotemarkle's 'How to Study' . . . (e) a supply of postcards printed in such a way as to facilitate summoning the student to a conference. Each tutor-adviser is urged to develop his own program along the lines best suited to each student. However, a detailed optional program is furnished to all tutors. . . .

Advantages to the student: 1. The opportunity of individual assistance in overcoming his particular difficulties in studying, reading, preparing for examinations, etc., and thus making the most of his four years academically. 2. The conscious direction of his thought toward constructive solutions of his problems in university life generally. 3. The humanizing of the University.

Advantages to the tutor-adviser: 1. The opportunity to contribute toward the full and successful development of at least one individual freshman. 2. The opportunity to assist in an educational experiment of more than local importance.

(*Memorandum to Tutor-Advisers*. Office of the Dean of the Lower Division, Syracuse University. 1 p., mimeographed.)

Among the topics for conferences suggested on the 'optional program' are the following: Why I have come to college and what I wish for from Syracuse; My difficulties in studying; How to keep fit mentally; Fraternities; Campus problems; My time-table; Life problems; Cultural reading.

The essence of the plan is its voluntary nature. Moreover in a very real sense, it is breaking a certain amount of new ground in American university education.

(*Optional Program for Tutor-Advisers*. Syracuse University. 6 pp., mimeographed.)

b. *The School of Citizenship and Public Affairs*. This School, with independent endowment, is a part of the College of Liberal Arts, and functions as an Integrated Major. Salaries in the School are higher than in the rest of the College, by terms of the gift.

The School of Citizenship and Public Affairs was established in the fall of 1924 as an integral part of the College of Liberal Arts of Syracuse University. It was founded in the belief that inquiry into the significance and implications of citizenship is a major problem of democracy, that the College and University have peculiar opportunities for making the results of such inquiry available to its students through competent instruction and guidance in research and, further, that the task assumed by these institutions is so important and many-sided that a definite unit might well be charged with special responsibility for dealing with this problem.

The need of such a School of Citizenship is indicated, among other things, by the large number of non-voters as evidence of indifference to or distrust of government, by the recurrence of so-called progressive movements, growing out of dissatisfaction with public policies and institutions, particularly on account of economic conditions, and finally, by the expansion and complexity of governmental operations in local, state, federal, and international areas. . . .

The purpose of the School is fourfold: first, to provide students with a broad training and preparation for the duties and the practice of citizenship and their obligation to participate intelligently in its responsibilities; second, to stimulate those having the capacity for leadership to prepare for this task, and to equip them with the information and insight requisite for this function; third, to assist in training teachers for high schools and colleges in modern methods and material of instruction in government and citizenship; and finally, to prepare selected men and women for careers in civic administration and research, and for an intelligent official relation to modern public organizations, local, state, and national.

One of the two introductory courses given in the School is 'Responsible Citizenship,' an orientation course required of freshmen in the College of Liberal Arts. The course seeks to give the student an understanding of his social, economic, and political environment and to analyze the nature of citizenship and its responsibilities.

(“College of Liberal Arts, 1930-31.” *Bulletin of Syracuse University*, 30: June, 1930, 121-125.)

### 11. University of Buffalo, Buffalo, New York

a. *Three-Week Preliminary Study Course.* The College of Arts and Sciences uses a special method for admission of applicants who are in the lowest three-fifths of high-school classes.

Experience has shown that the majority of students graduating in the lowest three-fifths of their high-school class are unable to do satisfactory college work. If admitted, they must shortly be dropped. With many of those who fail, the difficulty appears to be that they have not learned how to study. The College, therefore, proposes to continue the experiment inaugurated in the summer of 1926 for the benefit of certain candidates for admission who would ordinarily be excluded on the ground of low high-school standing. Such candidates will be admitted to the freshman class, if at all, only if they first pass a three-week preliminary ‘study course’ which begins on Monday, September 1, and ends on Saturday, September 20.

However, those who were graduated in the third fifth in certain high schools (for the most part, the larger urban schools) will not be affected by this regulation, though they are free to enroll in the study course for their own benefit.

This course is designed (1) to test thoroughly their ability to undertake college work, (2) to train them in the techniques of study. Those who have been deemed ineligible, on the basis of thorough intelligence and subject-placement tests, will be notified at the end of the first week that they do not meet the standards of the University. This will give them, if they desire, opportunity to apply elsewhere. All others will be admitted to the further period of training in the techniques of note-taking, reading, concentrating, outlining, and memorizing.

Fees: for registration and preliminary examinations for the course, \$10, payable August 25; and \$15 additional for all accepted for the remainder of the course, payable September 4.

(“Catalogue of the College of Arts and Sciences, 1929-1930.” *The University of Buffalo Bulletin*, 17: December 1, 1929, 15.)

We believe that one decidedly favorable aspect of the course is the fact that in the Arts College the proportion of those even attempting the course has dropped from nearly 20 percent of the total number of freshmen to barely 12 percent this past summer. In other words, the course is not an easy stepping stone into college. It is the almost unanimous report of those who have taken the course that it is a difficult hurdle, requiring eight hours of steady drill and study each day, in addition to a considerable amount of evening home work. . . . Two students who were among the ablest we had in our preliminary group remarked at the end of the course, when comments were invited, that such a course should

be required of all students. . . . We have made a recent study of the effect of the 'How to Study Course' on the success of students in their various courses in the freshman year in college. . . .

("Reports of the Chancellor, the Treasurer, and the other administrative officers." *The University of Buffalo Bulletin*, 16: November, 1928, 129-130.)

*b. Steps Toward Unification of Secondary and Collegiate Education.*

If during the preparatory-school years the student may have been to some extent initiated into independence of thought and work, so far as his capacities will take him without being forced, then the college can obviously put the capstone on the whole, without being forced to a lamentable extent to continue secondary-school methods into its first two years. Stated thus, the problem has tremendous potentialities. It is the continuity of the whole educational process which is at stake. A committee consisting of representatives from the local secondary schools, both public and private, and the college faculty, has begun to work out the possibilities in Buffalo. Such an evidence of co-operation, if it leads to nothing concrete, will in itself be remarkable.

This college has been one of the first, if not actually the first, in the country to recognize practically and concretely the fact that a certain amount of work done in the better high schools is on a level with much that is called college work. The overlapping of school and college has been complacently accepted by parents and college officers for many years, but the period of uncritical acceptance of this situation seems to be drawing to a close. . . .

This college has long been anxious to make some contribution to one of the most commanding problems of liberal education in America—the problem of unifying secondary and collegiate education without denying the essential character and modern development of either. Here it is now possible for the superior student who has accumulated in school more work than he needs for the minimum of college entrance to apply the excess on his college credits. In other words, if he presents more than the required fifteen units, he may take examinations (set by the college) in the remainder, whatever they are; and if he passes them, he may to that extent shorten his college course. This opportunity will appeal only to the superior student, for in most cases it is only he who has been ambitious enough to obtain more than the required fifteen units.

Most colleges assume complacently that the subjects it teaches are approached by the student for the first time in his life, that the page to be written on is completely blank. This project and another even more important—that of projecting honors work down into the school—consider a young person's mental development as one harmonious and consistent whole, rather than divided into unrelated segments.

("Reports of the Chancellor, the Treasurer, and the other administrative officers." *The University of Buffalo Bulletin*, 16: November, 1928, 37.)

c. *Special Three-Year Curriculum.* From other pages of the Bulletin is quoted the following:

An opportunity is given to a carefully selected group of freshmen (ordinarily limited to those who were graduated in the highest fifth of their school class) to secure their B.A. degree in three years, including some summer work. The purpose is not only to save a year's time and tuition but to show that education is one continuous process, and that much of the gap which tends to separate secondary from collegiate work can be bridged. None of the required work of the curriculum is omitted, but certain parts are telescoped, the time thus saved in the freshman year being used to include some work which is ordinarily taken in the sophomore year. Special application, accompanied by the specific endorsement of the school principal, is necessary for entrance to this group.

Undue emphasis should not be placed on the mere economy of time and money resulting from this new program. One of its main purposes is to show that the conventional period of four years in a college 'course' is founded largely on a tradition, fostered by the spread of mass education. The great majority of students, it is true, will find that four years is the proper period to spend on the tasks allotted them; but it is obvious that some will need more time, and others can spend less. In other words, this is a recognition, expressed in terms of years, of the existence of individual differences. Especially with this three-year group, careful attempts are made to adapt assignments to the interest and ability of each member. So relatively small is the number involved that each case can be treated as a separate, individual problem.

It is obvious, however, that both qualitatively and quantitatively more will be expected of the group, so that each applicant should give the matter unusually careful consideration. . . .

The normal freshman year of the three-year curriculum is, at present, as follows. . . .

<i>Course</i>	<i>Hrs. Weekly</i>
English 101s-102s . . . . .	2 (to count as 3)
General Science 101-102 . . . . .	3 (to count as 4)
Modern Language . . . . .	3
Hygiene . . . . .	1
Electives . . . . .	6
Elementary Psychology 101-2. . . . .	2 (to count as 3)
<hr/>	
Total . . . . .	17 (to count as 20)

("Catalogue of the College of Arts and Sciences, 1929-1930." *The University of Buffalo Bulletin*, 17: December 1, 1929, 23-24.)

d. *Honors Courses.* A plan of independent study, called honors courses, is followed at Buffalo by superior students in the junior and senior years and by a limited number of sophomores.

Honors courses are conducted in a considerable number of American institutions. Those that have been developed at the University of Buffalo during the last four years, however, are not exactly like any others. The person who becomes an honors student here follows no set curriculum or syllabus. In effect a curriculum is made for him. It is dominated by his interest in some department of study in which he proposes to specialize. The head of this department and a committee of the faculty arrange with him a program of work covering two years in which his special subject receives the principal emphasis. The general objectives of his work during the whole two years are outlined for him. Some member of the department in which he is specializing becomes his tutor to direct his study—largely through the medium of knowledge and the points of view that he acquires from various sources. The tutor, however, is not a quiz master. The work of the student does not consist of definite short assignments. Some of it is done in regular courses; a large part of it outside any course. Indeed, regular courses become for the honors student a matter of secondary concern. . . . At the end he is tested by searching comprehensive examinations both written and oral and in some departments by a thesis. It is only through these that he gives formal account of his work, although at the end of any semester he may be demoted to the status of a regular student.

The primary aim of the honors courses thus is to develop in the student the capacity to work independently. The University has taken the position that the degree of Bachelor of Arts should be conferred only on those who have demonstrated this capacity. Its purpose is as soon as possible to put the work of the last two years of the college entirely on the honors basis and to accept into this upper half of the college only those students who are able and willing to follow such a program. Already substantial progress has been made toward this goal. During the present year 42 percent of the junior class and 39 percent of the senior class are classified as honors students.

(“Catalogue of the College of Arts and Sciences, 1929-1930.” *The University of Buffalo Bulletin*, 17: December 1, 1929, 27.)

Beginning with the academic year 1931-1932 all work in the senior college of the University of Buffalo will be conducted on the tutorial plan (on the honors basis as outlined above).

Each student desiring to enter the senior college is required to choose before March 15 of his sophomore year some one department, or two allied departments, as his field of concentration. He must then secure the written consent of the department or departments in question to accept him as a tutorial student.

(“The tutorial plan at the University of Buffalo.” *School and Society*, 33: February 21, 1931, 266.)

e. *Distinguished Outside Authority Holds Office Hours on Campus and Grants Interviews to Students.* Referring to the visit of Robert

Frost, who, during office hours on the campus, "interviewed a rather surprising number of students, who either brought him their work for criticism or simply wanted to discuss the literary life," the *Bulletin* remarks:

If this can be done so successfully in the field of English literature (where, perhaps, its possibilities are the most interesting), it may be worth while to extend it to other spheres as well, and invite distinguished scientists, historians, economists, or other authorities thus to stimulate the superior students in their fields. Mr. Frost's visit was made possible by the Fenton Foundation, and he gave two public lectures or readings under its auspices.

("Reports of the Chancellor, the Treasurer, and the other administrative officers." *The University of Buffalo Bulletin*, 16: November, 1928, 38-39.)

## 12. University of Delaware, Newark, Delaware

a. *Foreign-Study Plan.* The Delaware Foreign-Study Plan provides for one year's supervised study abroad for undergraduate students, with full credit toward the American baccalaureate degree. The Plan was tried in 1923 with eight students from the University of Delaware. Since then students from 78 other institutions have been accepted among its group, which ranges from 45 to 70 each year. The Plan is in operation only in France, but will be extended later to other foreign countries.

The Foreign-Study year consumes approximately a calendar year from July to July, and is recommended especially for the junior student. A twelve-week summer term, from the last week of July to the last week in October, is spent at Nancy in an intensive study of phonetics, grammar, written and spoken French, through the medium of courses designed to afford a background for the courses to be taken in Paris. From November 1 to July 1 the students attend the Université de Paris and the Ecole Libre des Sciences Politiques. The subjects available include literature, history, geography, philosophy, economics, and other branches. "The system of instruction is based on the formal lecture in vogue in French universities, supplemented by collateral reading and group discussions under preceptorial supervision. In addition, thorough training in French composition and diction is given throughout the year." A semi-monthly "dissertation" varying from 1800 to 2500 words is prepared and corrected, together with a discussion of the lectures and outside reading.

The Foreign-Study students live in private French families, where they find themselves in a really French atmosphere. Here they must speak the language and can gain some knowledge of French home life. They also have the advantages of a carefully arranged program of extra-curriculum activities.

A number of desirable results may be expected to ensue: . . . (a) A great reservoir of college trained men and women having a good knowledge of the languages and some familiarity with the ideas and customs of foreign countries will gradually be built up, upon which business and the government can draw for their needs in other lands. (b) The number of college graduates qualified to teach foreign languages in our schools will be greatly increased. (c) The training of many teachers of modern language in our colleges will be strengthened by study abroad in charge of foreign-study groups. (d) Solid foundations will be laid in many cases for more effective post-graduate study. . . . (e) The broadening of the individual's point of view resulting from a year of foreign study and travel will prove an asset not only to him but also eventually to the community at large. (f) And through all these, there will ultimately come a significant advance in our knowledge of other nations and in our sympathy with their problems that may well exert a real influence upon the attainment of international understanding and good will.

The Committee on the Junior Year Abroad of the Institute of International Education "feels that the Plan has been fully tested, that the results have been highly satisfactory, and that the time has come to express its strong indorsement." The Foreign-Study Committee of the University of Delaware believes that the Plan has been satisfactory to a gratifying degree both to the faculty and to the students concerned.

(*"Foreign study plan."* *Bulletin of the University of Delaware*, 25: November, 1930, 8-10, 14-15, 19-21.)

### 13. College for Women, University of Rochester, Rochester, New York

a. *Guidance and Personnel Work.* It is reported from the University of Rochester (College for Women) that the guidance and personnel work for the women's college had a splendid beginning in 1929-1930.

Ben Wood's personnel cards are used; they are filled out comprehensively, an achievement in itself. Excellent service in test analysis is given by the personnel officer, so that within a few hours the dean can secure for a student who needs educational guidance a fine analysis of any tests which have already been taken, or can have administered through her office tests like the standard scientific aptitude test, for a girl who is uncertain about her choice of major and must decide in the next week about it.

Each year the vocational counselor secures faculty ratings on every student, which are entered on a record form. In coöperation with a member of the psychology department, Thurstone's personality schedule was used with the freshman class in 1930-1931. The vocational counselor also compiled and sent to each freshman's present instructors a summary of the non-confidential information about her background, preparation, interests, and other useful

data. There are always some facts which should be kept in the files of the dean's office, but the general picture interests the faculty members.

The college also has the service of an educational statistics secretary. She is constantly compiling facts for the Educational Policy Committee (for both colleges), working up whatever seems to be valuable in the form of educational statistics, such as geographical distribution of students, fraternity and sorority averages, fields of concentration elected, etc.

Another feature of the personnel program is in its beginning stages: a series of informal 'staff' meetings, consisting of the registrar and freshman adviser, the vocational counselor, the head of the physical education department, the college physician, and the dean. The dean reports:

It is a constant surprise to see what a different picture of a student one gets when one can put together five different kinds of conferences and contacts. It certainly proves to me that group observation and consideration are far superior to the diagnosis of one person, no matter how wise and comprehensive that one person may try to be. As a newcomer, I am much impressed with the simplicity of our personnel set-up and the prompt, adequate, and fairly complete information we can have about any of our students, even on an emergency demand.

(*Statement submitted by Dean Helen D. Bragdon, February, 1931.*)

The vocational counselor reports that in addition to securing and filing information about each student she interviewed all seniors for the purpose of immediate vocational guidance. Sophomores and juniors who requested interviews received them also. Next year the present sophomores and juniors will be interviewed, as well as the incoming freshmen. Group vocational counseling is carried on by means of vocational information teas at which representatives of different vocations speak. On the bulletin board, entitled "Women at Work," a current clipping or one picture a day is shown to arouse interest in different vocations. As a means of serving a larger number of students more effectively a course will be offered by the vocational counselor the second semester of 1930-1931. The course, entitled "Women in Industry and Society," is intended to help bridge the gap between attitudes acquired during college years and the attitudes prerequisite to success in vocations and professions.

("Reports of the President and Treasurer, 1929-30." *Bulletin of the University of Rochester*, Series 25, No. 5: August, 1930, 122-125.)

#### 14. Vassar College, Poughkeepsie, New York

a. *Division of Euthenics.* In February, 1924, a group of trustees of Vassar, acting with the President, after two years of research, laid before the trustees a plan for the reshaping of portions of the curriculum. The plan called for the creation of a Division of Euthenics for the study of Parenthood and the Family. The report was unanimously adopted by the trustees and its recommendation was put into effect.

The report concluded with the statement that Vassar had a great responsibility, as the oldest college, in shaping the course of women's education in this country, and that careful consideration should be given to the educational needs of women of the present day. A changed emphasis in women's education was, in fact, advocated.

Arguments for the establishment of the Department of Euthenics were:

the dissatisfaction of present-day women with their educational equipment; the lack of race improvement due to the ignoring of the vast amount of knowledge in the fields of psychology, psychiatry, medicine, and the arts of living; the growth of responsibility among liberally educated women for the solution of national problems relating to women and children; and the facts and figures relating to divorce and other disintegrating causes which demand a reform of home life.

Euthenics means "the betterment of living conditions through conscious endeavor, for the purpose of securing more efficient human beings."

The following framework of euthenics was agreed upon: 1. A research and graduate school for the study of parenthood and the family. 2. A summer school of post-collegiate grade. 3. Provision of undergraduate courses. 4. Coöperation with county undertakings in health and education in the use of Vassar's proposed experimental clinic stations. 5. Endowment to finance so large an educational undertaking.

(Blodgett, Minnie Cumnock. "Euthenics—what is it?" *Vassar Quarterly*, 10: November, 1924, 7-12.)

The purpose of the major field in euthenics is to help the student to group courses which lay stress on acquiring theory and technique in certain fields of knowledge fundamental to the betterment of living.

Major sequences in euthenics are available in (a) child welfare (correlating certain courses in economics and sociology, physiology, psychology, and child study); (b) nutrition (correlating courses in chemistry and physiology); (c) physical welfare (correlating courses in physiology and psychology as a foundation for work in physical education); (d) public health (correlating courses in physiology, hygiene, economics, and sociology).

Seminar: A correlating course of intensive reading and investigation around a central theme suggested by the student's election. Faculty Committee on Euthenics. Required of seniors whose major field is euthenics, and open only to them. Individual assignments.

("The catalogue number, 1930-1931." *Bulletin of Vassar College*, 21: January, 1931, 98-99.)

b. *Alumnae Education Program: Summer Institute of Euthenics.* Educational efforts for alumnae at Vassar have taken the form of alumnae conferences.

The first educational conference was held as long ago as 1921, on the occasion of the celebration of the fiftieth anniversary of the Alumnae Association. Over 1,500 women attended and devoted two weeks to lectures and conferences. As an eventual outcome of this effort the policy of holding conferences at irregular intervals was inaugurated, with an increasingly favorable result. The first conference was held for a week in the summer of 1924 with 21 in attendance, of whom 11 were alumnae. Two subjects were studied: "The Humble Records of Domestic Life," and "Problems of Modern Psychology." Seven conferences followed during the year 1925; one on the total eclipse of the sun was attended by 106 persons, of whom 59 were alumnae. Other well-attended meetings discussed euthenics, gardening, and history. Budget-making, journalism, religious education, investments, poetry, and children's reading formed subjects for succeeding conferences. . . . Vassar has also issued some book lists, but the principal efforts in this field have been made by the Vassar Coöperative Book Shop, housed in one of the college buildings, which from time to time issues attractive pamphlets and lists addressed to all the alumnae.

The outstanding achievement of Vassar, however, in the field of adult education is its Summer Institute of Euthenics, planned for Vassar graduates and the graduates of other colleges. The special contribution of the Institute, which held its fourth session in 1929, is the making of an opportunity for fathers and mothers and children to live on the campus for six weeks. The children attend demonstration schools, those from one and one-half years to four and one-half in the Nursery School, and the children from four and one-half to seven and one-half years in The School for Little Children. The parents attend lectures and roundtable discussions upon such subjects as mental hygiene, child psychology, child guidance, religion, the economics of consumption, the family as a social unit, nutrition, current progress in education, and the practical aspects of household technology, crafts, interior decoration, horticulture, food preparation, menu planning.

The registration last summer was as follows: 28 children in the Nursery School, 30 in The School for Little Children, 72 women, 2 men, and over week-ends 38 additional men—husbands—to whom, at their request, regular lectures were given on many phases of the work. In addition to parents, others interested in the problems of the family attended. Lay leaders of parental education and child-study groups, some of whom were sent by the Bureau of Parental Education and Child Study in the New York State Department of Education, social workers, and nurses were among the registrants. Since the Institute is held in the summer, it is possible to assemble leading educators from colleges other than Vassar.

(Shaw, Wilfred B. *Alumni and Adult Education: An Introductory Survey*. American Association for Adult Education, New York, 1929, 57-58.)

### 15. Wells College, Aurora, New York

*a. Period of Independent Study, or Reading Period.* The Wells project, under the initial sponsorship of President Macmillan, follows in the wake of the prior experiments at Harvard and Radcliffe, and, in partial form, at Cornell University. At Harvard, the reading period is part of a unique program embracing honor courses, comprehensive examinations, residential houses, and tutorial work. All of these features except the last are in operation at Wells College.

The special features of the reading period as administered at Wells College are as follows: During the year 1929-30 there were two reading periods, one at the end of each semester, just preceding the examination period. The period for the first semester was twelve days in length. At the end of a second semester, seniors had a period of three weeks for independent study, devoted to a review of four years of work, in preparation for comprehensive examinations. The other three classes, varying somewhat, had a reading period of about seventeen days. Unlike Harvard and Radcliffe, we extended the reading period to freshmen. It was not expected that they would use this period to the same advantage as the upper-classmen. It is clear that independent work is not so easy to administer in courses that are highly technical. . . . There are other courses, particularly language courses, in which daily drill is essential. For these reasons, not all departments are willing to adopt the method of the reading period. . . .

However, *all* Wells students had a reading period in *some* courses. A few classes were continued during each period, about twelve for the first and about seventeen for the second semester; and most of these reduced the number of appointments. An essential feature of our experiment was the institution of conferences with instructors (unlike Radcliffe and Harvard where tutorial work was discontinued). Professors were expected to maintain office hours for the purpose of giving conferences to students who requested them. Technical courses, difficult to pursue alone, especially require tutorial aid. But this aid must be independently sought in a scheme of self-education. . . .

We present, for what they are worth, the following tests of the value of the reading period. First, we give the main points of student and faculty opinion, a study suggested by the interesting reports of President Comstock of Radcliffe. Secondly, we submit a few quantitative studies of the mutual relations of intelligence scores, grades, and the reading period.

A questionnaire on the reading period was answered by 230 students. . . . In general this summary of opinion exhibits some 'contrasts,' as does the Radcliffe report. But, *those that favor the reading period are always in the majority.* The approval of the reading period, in fact, approaches unanimity on the first three items . . . all of which bear

upon the *principle* of the reading period, irrespective of the form of its administration at Wells. The remaining answers suggest the changes required to bring practice into the favor which the principle of the reading period wins. . . .

Part II of the questionnaire . . . consisted of original comments "for" and "against" the reading period. It was found also that the average grade of freshmen for 1929-30 (the "reading period" year) was 73.64 against 73.19 for 1928-29. Other statistical comparisons were made.

(Weber, C. O. "An experiment at Wells." *Journal of Higher Education*, 2: June, 1931, 298-304. Carbon copy of article, sent from Wells College, consulted in A.A.U.W. Study.)

## 16. Wheaton College, Norton, Massachusetts

a. *Admission by Examination in One or More Subjects.* Plan III, described on pages 35-37 of the Wheaton College catalog, represents an experimental variation of the College Board Plan B.

This method has been used at Wheaton since September, 1928, with increasing success. Like the Certificate Plan, it emphasizes the value of the candidate's school record, but this evidence is checked by the Scholastic Aptitude Test and a comprehensive examination in English, of the College Entrance Examination Board. This method does not penalize the candidate from the small high school, since an able student can demonstrate her ability in these College Board examinations, even though her school has given her no specific preparation for them. Such a candidate is sometimes handicapped when taking four comprehensive examinations in competition with candidates from private preparatory schools which are giving intensive preparation for College Board examinations.

The Board of Admission regards the ratings received in the Scholastic Aptitude Test of the College Board as valuable predictions of probable successes in college work. While low ratings must sometimes be disregarded in the light of other evidence, high ratings are reliable to an amazing degree.

(*Statement submitted by Dean Miriam Carpenter, January, 1931.*)

This plan . . . is included in the method of admission formerly known as the New Plan and now described as follows by the College Entrance Examination Board: A candidate is said to take his examinations according to Plan B if the college to which he is an applicant excuses him upon a basis of his school record from taking examinations in some of the subjects included in a complete set of admission requirements.

The qualifications of a candidate for admission by this plan will be judged by the following data:

A. School and Examination Record. This method is open only to students whose records clearly indicate aptitude for college work. A form

will be sent to the school, usually before the beginning of the last year of preparation, which will provide for the recording of data as to the subjects studied, the time devoted to their study, and the grade of work done. In evaluating this record the Board of Admission will take into consideration the standing of the school and the statement from the school concerning the applicant's ability. While this plan is designed for the student with consistently high record, it provides also for the student whose record, though uneven, shows exceptional aptitude in certain subjects. If the record is satisfactory, the applicant will be notified that she may qualify for admission by maintaining her high record for the remainder of her preparation and by passing certain examinations under the College Entrance Examination Board. The number of examinations required will depend upon the record. In any case the following will be required: (1) the Comprehensive English Examination; (2) the Scholastic Aptitude Test. . . .

B. Evidence as to Character and Promise. The candidate's qualities, mental and moral, as shown by her record in and out of school and the recommendations of persons to whom she has referred the college will be carefully considered. A personal interview will be required. Where it is impossible for the candidate to make an appointment for such an interview with the Secretary of the Board of Admission at the college, the Board will make arrangements for an interview in the vicinity of the applicant's home or school.

C. Health Record. This will include a health history and the results of a health examination.

(“Catalogue, 1930-31.” *Bulletin of Wheaton College*, 18: March, 1930, 35-37.)

b. *Mental Hygiene*. The following is reported as a recent experiment at Wheaton:

As a rule, the Dean of Freshmen has charge of the academic advising of freshmen, while the Dean of the College advises freshmen on health problems and other matters and has general charge of the advising of the three upper classes. However, there is close coöperation between the two offices, and both deans call freely upon the services of the psychiatrist who acts as mental hygiene adviser of the College. While the College cannot, unfortunately, afford to offer to every student an unlimited number of appointments with this psychiatrist, the first interview is at the expense of the College. This psychiatrist gives some of the mental hygiene lectures, . . . but others in the series are now given by the President, Dean, and Dean of Freshmen. During the year 1929-30 the seniors were permitted to arrange small discussion groups led by the psychiatrist. In general, recent experiments have shown that it is difficult to do very much in this field by the lecture method, but that much can be done in individual interviews and small discussion groups.

(*Statement submitted by Dean Miriam Carpenter, January, 1931.*)

A one-semester course, Mental Hygiene, is required of Wheaton freshmen without credit. It consists of a series of lectures upon the organization of the mental life of the individual and the adjustment of the individual to the social environment.

### 17. Yale College, New Haven, Connecticut

a. *Curriculum Changes.* A number of changes in the curriculum of Yale College and in the requirements for the degrees, as well as in the methods of instruction, have been passed by the faculty and approved by the corporation to go into effect in 1931-32.

The purpose of these changes is to emphasize the mastery of subject and methods as the aim of the course of study rather than the acquisition of a given number of credits. The initiative and responsibility for results is placed more squarely on the student than in the past.

A summary of the general changes follows:

All mid-year examinations and all half-year courses are to be abandoned.

There will be three reading periods during the year: a one-week period immediately preceding the examination period at the end of the year for all courses; two periods of two weeks each coming in each course at times designated well in advance by the instructor.

The final examination in each course will be from three to four hours in length, and the schedule will not allow of more than two examinations in one day.

The examinations will embrace the subject matter of each course in a more comprehensive manner than at present, covering the field as outlined in advance by the instructor and not being confined to matter actually covered in lectures and recitations.

Individual investigation of subjects related to the field covered by the course will be required, with reports on the work done independently, both during the reading periods and throughout the rest of the year.

The work of each course will be planned to require about one-fifth of the student's working time. Students may not elect more than five courses in one year. . . .

It is obvious at once that the group requirements are abandoned except in the three fields (science, modern language, and Greek, Latin, or Classical Civilization) cited in section 1 of the requirements for the class of 1933. The purpose of these group requirements has been to assure a proper amount of distribution in the college work. It is believed that the requirements for the freshman and sophomore years will adequately provide this distribution. . . .

(*Copy of proposed curriculum for Yale College received from Dean Clarence W. Mendell, January, 1931. 4 pp., typewritten.*)

b. *The Freshman Year.* The freshman year at Yale is common both to Yale College and the Sheffield Scientific School.

Its function is to prepare first-year students for the more advanced work in the two Schools and to assist them in making a wise choice of course. The general aims of the freshman year are to secure the best teaching available; to maintain solid standards of scholarship; and to help students properly to find themselves.

To assist students in working out their individual problems, the Dean or Registrar or any instructor is always at their disposal. More specifically, however, each freshman is assigned to a counselor chosen from among his instructors to whom he can go for information or advice. Each counselor has a group of not more than twenty freshmen whom he is ready to help in any way possible.

(“General catalog number.” *Bulletin of Yale University*, 25th series, No. 22: August 1, 1929, 126.)

It is at Yale that the most careful attempt is made to meet in full the peculiar demands presented by the entering student: an attempt which in part may be due to conditions merely local—the desirability of unifying more than formerly was the case the rather conflicting interests of Yale College and the Sheffield Scientific School—but the general methods of which are applicable to any college. Not only is a special dean provided, but also a special faculty; and a faculty in the selection of which the most careful attention is paid to that ability and power to teach which is most indispensable if immature students are to be properly treated. In theory, at least, the demand for good teaching is the predominant one, and only teachers of well tested efficiency are selected. These men are organized into a separate freshman faculty, a coherent body definitely animated by a fixed purpose. The general control of the permanent policies of Freshman Year—such matters as curriculum, rules and regulations—is entirely in the hands of this group. The freshmen are housed in dormitories by themselves, each with its faculty proctor, and they have their meals in a common dining room. The plan really results in the formation of a small college for freshmen inside the larger one. The success of the system seems fairly well assured. If criticism can be offered, it centers around the point that freshmen placed by themselves, without the benefit of the leadership of upper classmen wiser in their judgments and less flighty in their action, are likely at times to be carried to extremes, and to do, in the mass, foolish things, and things very troublesome to the college. Such developments are not unknown at Yale, but they are perhaps not serious enough materially to detract from the value of the policy as a whole.

(Richardson, Leon B. *A Study of the Liberal College. A Report to the President of Dartmouth College*. Hanover, N. H., 1924, 214.)

## II. SOUTH ATLANTIC SECTION

### 1. Agnes Scott College, Decatur, Georgia

*a. Reports on Applications Secured through the Retail Credit Company of Georgia.* Agnes Scott College is using a novel method of securing information about freshmen. The Retail Credit Company of Georgia has taken an interest in this matter and secures full information for the college.

I think the best plan for me to let you understand the Retail Credit Company report is to send you some samples that we actually used last year. . . . Not all the students whose reports I send were accepted. The information is supplementary to what we gain from the references of the student herself and from the high-school source. The Retail Credit Company is supposed to gain its information from at least two interviews with people who are informed, and preferably with three. We have found it very accurate and helpful. We find that the information secured about applicants in foreign countries is just as reliable as that obtained in Atlanta. Last year the Retail Credit Company gave us this service free in order that we might test it. We are sufficiently impressed with it to subscribe ourselves for the next two years for further testing. We pay \$1.00 per report except in foreign countries and in New York City, where the reports are \$2.00 each. We regard the information as well worth that sum.

(*Letter from President J. R. McCain, January, 1931.*)

The blanks filled out by the Retail Credit Company contain answers to questions concerning the applicant, as to age, race, scholastic record, conduct, health, reputation, character, family conditions, occupation of father, estimate of his net worth and his gross annual income. In conclusion several paragraphs are written covering the home surroundings and social life of the student, and amplifying any earlier statements.

### 2. Converse College, Spartanburg, South Carolina

*a. A New Course, Centering in the Home, Planned for Seniors.* President Pell says with regard to the proposed venture:

It is now in the hands of the Department of Education of one of our leading universities for suggestions, and may undergo modifications, more or less, later. You will notice that these courses are based upon a very rigid scientific preparation in those subjects that furnish material that can be used in home-making. They are not intended in any way to produce skill, but to produce a home-making mind and ability to handle problems confronted in the modern home. We will not be able to institute these courses until our present sophomore class reaches the senior year.

(*Letter of President Robert P. Pell, December, 1930.*)

The course is planned in the belief that women have a special work to perform in the world, and that women's colleges no longer need to be duplicates of men's colleges. The kind of orientation advocated is to enable the woman student during her senior year to gather up the scientific, literary, philosophical, historical, artistic material she has acquired thus far and concentrate it upon home problems. This will not only impart unity to her knowledge, but direct her thinking toward the solution of the most significant questions that will confront her and make her a leader in bringing back the home to its central position in sound social progress.

The proposed elective course in social economics in the senior year would cover 12 semester hours, viz.: 6 hours a week, as follows (30 lectures to each division):

Division 1. The Family and its Home

- (1) Historical aspects. (2) Reactions of the Industrial Revolution.
- (3) Other modern influences. (4) Social science and the family.

Division 2. The Health Interests of the Home

- (1) Health care of the home. (2) Physical care of the family.
- (3) Illness in the home. (4) Home relationships (psychological).

Division 3. The Economic Interests of the Home

- (1) Structure and functions of the household. (2) The material elements of the household. (3) Household income (general discussion).

Division 4. The Intellectual Interests of the Home

- (1) Importance of preschool years from intellectual standpoint.
- (2) Educational theories regarding young children. (3) Coöperation between the home and the school. (4) The contributions of educational psychology and research of aid to parents (general, not technical). (5) The older child—the interests, intellectual, etc., as differing from those of younger children.

Division 5. The Aesthetic Interests of the Home

- (1) Introductory discussion. The significance of the aesthetic arts.
- (2) The individual and the aesthetic arts. (3) The child and the aesthetic arts. (4) The home and the aesthetic arts.

Division 6. The Moral and Religious Interests of the Home

- (1) Pre-nuptial. (2) Concerning readjustments. (3) Concerning constitution. (4) Concerning child life. (5) Concerning external relations. (6) Recapitulation and application.

In order to handle these topics adequately, the student should have pursued during the freshman, sophomore, and junior years certain preliminary courses as follows: general biology; physiology and hygiene; general chemistry, organic and food chemistry; general and child psychology; elementary economics and sociology; music and art appreciation; and educational psychology.

*(A New Course, Centering in the Home, Planned for Converse Seniors. Converse College, Spartanburg, S. C., no date. 14 pp.)*

### 3. Emory University, Emory University, Georgia

a. *System of Junior Colleges.* The treatment of the junior college by Emory University is probably the most radical departure from the usual in higher education in the South at present. Under its system, Emory has three junior colleges; one at the parent institution in Atlanta; another at Oxford, Georgia; and a third at Valdosta, Georgia.

Students must complete junior college work without qualification before being permitted to enter the senior college. No degree is given on completion of the junior college work. In the senior college, where two years must be spent, the work is not at all prescriptive; here each student is a distinct case, and his work is planned for him individually. Work in the junior college is largely prescriptive.

Through this sharply drawn system of junior colleges Emory expects to secure carefully selected students for the senior college. The first class entering the senior college does so in the coming scholastic year. The University will check carefully the work done by these students.

(*Minutes of conference called by Regional Chairman of the South Atlantic Section, A.A.U.W. Study, Dr. Guy E. Snavely, May 17, 1930.*)

I may say, in general, that we regard both of the innovations mentioned in your letter as still in the experimental stages. We have every reason to feel that the division of the four-year college on the Atlanta campus into the upper and lower divisions is justifying itself. The first group under the new plan, put into effect two years ago, was admitted to the senior college this fall. It is a rather highly selected group, and there is every evidence that its members are working more purposefully and are accomplishing more than comparable groups have done in the past. We, of course, will not have students receiving their degrees under the new program which involves a general final examination until 1932. The setting up of a "hurdle" between the junior and senior college divisions undoubtedly is a most desirable aspect of the new curricular organization with us. I shall not attempt to elaborate on the features of the plan which commend it to us, since it does not differ in essentials from similar plans that have been adopted elsewhere and discussed in the literature on higher education. I content myself with reporting that we are gratified over the results thus far.

The two branch junior colleges at Oxford and at Valdosta have not been in existence long enough for us to be warranted in a final judgment regarding them. Their organization was as much the result of local conditions as the expression of a definite conviction as to policy. There are obvious difficulties with respect to an independent two-year unit, and I am inclined to think that if the junior college proves itself in our edu-

cational scheme, there will be some reorganization along the line of the experiment under way at Stephens College.

(*Letter of Goodrich C. White, Dean of the College of Arts and Sciences, January 28, 1931.*)

b. *Students Not Required to Attend Classes in Senior College.* In May, 1930, it was stated that Emory University the next year would not require seniors to attend classes. On this point a later report states:

There has been no careful check as yet as to the effect of the abolition of mechanical regulations regarding class attendance in the senior college. I have during this first quarter in which the new system has been effective made such observations as I could, and I have the very definite impression that class attendance is fully as good as it has been in the past on the part of the upper-classmen. This, too, is an experiment but an experiment in whose principle we thoroughly believe and which should be successful if the other features of our senior college program are carried out as we intend.

(*Letter of Goodrich C. White, Dean of the College of Arts and Sciences, January 28, 1931.*)

#### 4. Florida State College for Women, Tallahassee, Florida

a. *Care and Direction of Students Centered in Personnel Office.* In Florida State College for Women the "Care and Direction of Students" is centralized in the office of a Personnel Director who is an administrative officer responsible to the President. To quote the dean:

Under her direction the American Council Psychological tests are given to all incoming freshmen and new students during freshman week. After the first quarter and also at the end of the semester, studies are made of the survival of freshmen and their achievement as compared with ability as indicated by the A.C. scores. Studies are also made of the predictive value of the psychological test scores. The School of Education has given special tests in reading abilities and disabilities of students. The College of Arts and Sciences has given an English Placement test this year, but the results were not used for assignment to classes according to ability. It is hoped that some plan for such a division may be accomplished in the near future. . . . No study has yet been made for the evaluation of non-intellectual traits of students, except in individual records of the personnel office.

The mental hygiene of college students held a large part in the work of the Personnel Director, but no group studies have been made. Tests are given in individual cases when it seems advisable to use them for diagnosis. The personal, educational, and vocational guidance of students is also centered in the personnel office, although the deans of the various

colleges are largely responsible for educational guidance in their own college. . . .

Student scholarship is encouraged by election to honorary societies, by the publicity given to "A" and "B" students and to the results of studies carried out in the personnel office giving averages of various groups, such as sororities, off-campus students, various dormitories, etc., and by requirement of certain averages for initiation to sororities, for participation in athletic games, for eligibility for scholarships and for graduation. . . .

Personal interviews are given to all incoming freshmen and new students. . . .

Complete records of the student are kept on file and, with the exception of confidential and personal matters, are available for the use of administrators and faculty members. These records include test scores, scholarship, health, social participation, and honors conferred.

(*Statement submitted by Dean William G. Dodd, May, 1930.*)

## 5. The George Washington University, Washington, D. C.

a. *Reorganization Plan.* The material quoted next describes alterations in organization of a sort that several universities have considered.

The George Washington University has made the following fundamental changes in organization: (1) The freshman and sophomore years have been separated from the junior and senior years and assigned to an autonomous Junior College. (2) The title "Columbian College" has been retained and assigned to the Senior College, which will include not only the work of the junior and senior years leading to the bachelor's degree, but also the additional year leading to the master's degree. (3) Within the Senior College the departments of instruction have been organized into four divisions: the divisions of Languages and Literature, of Mathematics and the Physical Sciences, of the Natural Sciences, and of the Social Sciences. (4) An Independent Study Plan has been established, which permits a closer and more personal relation between instructors and those of their students who are qualified to profit by exemption from formal course requirements because of demonstrated ability to do original work under guidance. (5) A council for graduate study has been organized, based entirely upon a "master-apprentice relation" between the professor and the student, which conceives the work for the doctor's degree as professional research training. Considered separately, there is nothing entirely new in any of these proposals, but their association in a comprehensive plan is a distinct educational advance.

The Junior College includes the work of the freshman and sophomore years. It not only prepares students to enter the Senior College and the professional schools but also provides general education for those who do not look forward to four years of college. . . . For such students the certificate awarded on the completion of the Junior College work is in the nature of a diploma.

The Junior College, which has been in successful operation in the West, has not gained such rapid acceptance in the East. A number of secondary schools have added junior colleges, but the universities have been slow in doing so, though the university junior college has distinct advantages over the independent junior college. This change is planned to provide a breadth of outlook and a maturity of instruction which are more difficult to attain in those junior colleges whose contacts are primarily with secondary schools. . . .

The Senior College . . . strikes a new note, not only in its combination of the division organization, the independent study plan, and the inclusion of the work for the master's degree, but also in the progressive spirit which this combination brings about. The student is encouraged to go on for the third year, leading to the master's degree. . . .

The appropriate divisional and departmental officers administer the educational requirements for the students majoring within the division. The general regulations for granting degrees, applied and carried out by the divisions and the departments, are determined by the faculty of the Senior College. . . .

In general, then, the divisional grouping makes for a simplification and a better definition of educational and administrative channels, and clarifies the distinction between personnel administration which falls to the dean, and educational responsibility which falls to the faculty. It converts a heterogeneous collection of scholars into a community having coherence of interest, and creates a stimulating intellectual atmosphere which cannot but promote creative effort and produce a closer coöperation between related groups.

(“The organization of the Junior College, Columbian College, and the Graduate Council.” *The George Washington University Bulletin*, June 15, 1930, 5-9.)

*b. Independent Study Plan.* The Independent Study Plan at George Washington University provides for Senior College students of demonstrated capacity and special interests.

The basic principle in any Independent Study Plan is that of the Guild System, the intimate relation of “master” and “fellow,” of teacher and student. It is the oldest principle in education.

The Independent Study Plan does not contemplate any reorganization of the curriculum or of the courses now being given. The present course system will be maintained for no changes of present procedure are necessary. The fundamental courses, however, may now be highly individualized and vitalized wherever an individual student is obviously capable of going further than the average. The plan is one of selection, both on the part of the faculty member and on the part of the student. If the student has the capacity for carrying on independent study in any of the courses offered in the Senior College, and desires to do so, he will make arrangements for one semester at a time with those professors whose

work he desires to carry, in one course or in more, according to his desire. With the work thus organized, any project may be terminated at the end of any semester at the option of either student or instructor. The professor to whom he applies may or may not accept the student, depending on his judgment as to the student's ability to carry the work and on his own resources as to time and material.

The fundamental reason for such a plan of master-fellow relationship is to encourage the development of the student of exceptional ability or of marked interest. The plan does not mean that all students capable of making high marks will elect to follow the Independent Study Plan, nor does it mean that the professor must take the most brilliant student, unless he has the time and facilities, and feels assured that the student has the aptitude that will enable him to profit by the independent work. The project does not emphasize distinctions between superior and average students, but gleans the creative minds from the student body and gives them free opportunity to develop under mature guidance.

It further enables the individual members of the faculty responsible for the development of the student to evaluate the student's ability, to foster his self-confidence, to create in the student body an interest in the material dealt with in place of a desire for credits, to give a greater variation to the program offered to the students, and to recognize that work good for one student may not be of equal value to another.

The flexibility of the project makes it capable of as much expansion as may be desirable. It does not put a burden upon any individual member of the teaching staff.

It allows greater freedom to the instructor, since it permits him to concentrate his course instruction in the absolutely essential subjects, carrying the special topics, which now have to be organized into courses, through the Independent Study Plan. It makes for better and freer teaching on the part of the faculty and creates a more wholesome reaction to that teaching on the part of the student body.

(“The organization of the Junior College, Columbian College, and the Graduate Council.” *The George Washington University Bulletin*, June 15, 1930, 10-11.)

#### 6. Goucher College, Baltimore, Maryland

a. *Coöperation with Secondary Schools in Arranging for an Accelerated High-School Course to Include One Year of College Work.* To economize the time of superior students and to coöperate with the Baltimore Public Schools, the faculty of Goucher College approved a program of significance to other colleges and cities.

The administrative officers of the Baltimore Public Schools in 1928 established in the girls' secondary schools a four-year course for superior students, in which it is proposed to include one year of collegiate work. This group of superior students has been placed under teachers selected

on the basis of excellence in scholarship. Of the forty teachers now engaged in guiding these students, nearly all have had graduate training in universities. More than half are graduates of Goucher College. The members of the faculty of Goucher College regard the training and experience of the teachers as one of the most important matters related to the success of these students and . . . wish still further to emphasize the need for high quality instruction.

Students who have satisfactorily completed the accelerated course in one of the Baltimore public high schools for girls, which includes one year of college work, will be admitted to advanced standing in Goucher College upon the same terms as students from recognized junior colleges. Since the Baltimore high schools are not accredited junior colleges, the entrance requirements in this case shall include the passing of a written test in each subject offered for advanced credit. This examination shall be set by each college department concerned.

No more than one full year of college credit (30 units) will be granted for advanced work done in the high schools.

The Board of Education and the high-school authorities will be fully informed that in order to meet this requirement it will be necessary for students to have pursued courses in high school which are the equivalent, both in scope and difficulty, of the beginning and prerequisite courses offered by the college. The closest coöperation will be established between the college and high-school authorities, so that the high-school courses may be organized with these ends in view. The college has made it very clear that its purpose in taking this position is to insure success in pursuing the advanced work for which these courses are prerequisites.

The examinations will cover the same ground as that covered by the examinations for the corresponding college courses. They will be equivalent in difficulty to the corresponding college examinations. The Goucher grading system will be used, the D grade being considered a passing grade. They will be given at Goucher College during the week of June first.

(Robertson, David A. "Coöperation between Goucher College and the high schools of Baltimore." *School and Society*, 32: December 27, 1930, 875.)

## 7. Rollins College, Winter Park, Florida

a. *Selection of Freshmen.* "We are endeavoring," writes Dean Winslow Anderson, "to select the members of our freshman class with as much care as possible, and to this end have developed a system of questionnaires designed to help us."

The college limits the number of students admitted and selects very carefully from the applicants. Forms used are the following, at the head of many of which are statements emphasizing the hardship that will result to the student as well as to the college from unwise selections:

1. Application for admission
2. Certificate of health
3. Record of high-school credits
4. Personality rating blank
5. Blank to be filled by teacher, friend, employer, etc., giving ratings on character, personality, intelligence, health, maturity, and asking for personal letter also
6. Questionnaire for parents. (4 pp.) Questions, such as, "Is the applicant looking forward to coming to Rollins, or is it being done to please you?" "What restrictions have you imposed upon the applicant during the past few years?" "Is there any way in which you are apt to be worried about the applicant when at Rollins?" etc.
7. Entrance questionnaire for applicant. (8 pp.) Questions on personal information, physical condition, mental health, personal traits (self-rating chart), preparation, methods of work, interests, experience, future plans, with a final request that applicant write an essay of 300 to 500 words on any topic.

A personal interview is required. If the applicant cannot come to the college, the college may notify him when some representative of the college is in his vicinity and ask that the applicant arrange for an appointment.

Fifteen units of secondary-school work satisfactorily completed and the Rollins College entrance questionnaire are required for entrance to the freshman class. The college places no restriction upon the distribution of the fifteen units, other than that they should be correlated with the curriculum of Rollins College. Those not graduates of an accredited secondary school must submit school records and pass entrance examinations in four high-school subjects, English being one of the four.

(*Based on record forms and statement forwarded by Dean Winslow Anderson, June, 1930, and August, 1931.*)

*b. Improvement of Instruction: The Conference Plan.* In 1926 the Rollins faculty adopted the educational ideal of the conference plan.

We are in hopes that this will be a real contribution to the progress of education. . . . We also have a Committee on the Improvement of Instruction which has had frequent meetings and endeavored to improve our classroom methods. Of course the conference plan is an endeavor to secure close coöperation between the students and instructors and it has been eminently successful in doing this.

(*Statement by Dean Winslow Anderson, June, 1930.*)

At Rollins we have established the two-hour conference plan. Both morning and afternoon are divided into two two-hour periods. In the forenoon the two periods are devoted to those subjects in which the student primarily works with his mind. As far as possible the first period of the afternoon is taken up with laboratory or field work and the last

period with athletics, outdoor work, and recreation. The student's evenings are free, except when a lecture, a play, a debate, or some similar activity takes place.

A visitor to a typical classroom at Rollins will find the students seated in comfortable chairs scattered around a book-lined room or gathered about a table. The room may be silent with everyone quietly reading or writing, or there may be a buzz of conversation as various groups discuss some aspect of the subject they are studying. He will find the teacher seated at his desk, neither lecturing nor hearing a recitation. The teacher's primary function is to sit still, keep quiet, and be ready to help anyone who needs help. His job is to answer rather than to ask questions, not to do the work for the students but to guide and stimulate their work. He may even refuse to answer questions if he feels that it will be more helpful for the students to work out the answers for themselves. Although parts of some periods, of course, are given over to talks by the teacher, assignment of work, group questioning, even old-fashioned quizzes, the teacher's work, for the most part, is with individual students, each of whom may be at a different stage of advancement in the course.

(Holt, Hamilton. "The Rollins Idea." *The Nation*, 131: October 8, 1930, 372.)

The Conference Plan gives the student opportunity for self-expression by making him do an active day's work each day, and it puts him under discipline by having him do his work in the presence of the professor. . . . Furthermore, each student is no longer held back by the "lockstep," or mass, system of education. He can go ahead as far and as fast as his ability will allow. His relation is primarily to his professor and not to his fellow students. And finally, the Two-Hour Conference Plan permits the student and the professor to meet as man to man under such conditions of informality and coöperation as prevail outside the college. The professor is no longer quizzer and lecturer, but rather "guide, philosopher, and friend."

(Holt, Hamilton. "An adventure in old-fangled education." *The Forum Magazine*, 82: September, 1929. Reprinted by permission of *Forum and Century Magazine*, Copyright 1929.)

c. *Selection of College Faculty.* The selection of the Rollins faculty has been based not only on their training and teaching experience, but also on their personality and reputed tactfulness with students.

To make successful a system (the Conference Plan) which depends so much upon personal contact and the individual guidance of young minds who must be shown the inspiring possibilities in gathering knowledge, the chief requisite seemed to me to be teachers who not only were qualified to teach but loved to teach. We therefore sought inspiring

teachers wherever we could find them, disregarding the modern fetish for research and weighing not only the ordinary and official recommendations as to a man's teaching ability but the opinions of his former students. If the verdict of a teacher's former students was "thumbs down," we made no offer to the teacher under consideration, no matter how scholarly the man might be or how many books he might have published. In other words, he was not considered unless he seemed to have that divine gift for guiding and encouraging others which is the essence of good teaching.

(Holt, Hamilton. "The Rollins Idea." *The Nation*, 131: October 8, 1930, 373.)

*d. New Curriculum.* President Hamilton Holt announced in March, 1931, that the faculty of Rollins College had adopted a new plan for the curriculum of the College, to be put into operation with the opening of the college year 1931-32.

Under the new plan, which is a departure from standardized college practices, the study body will be divided into an Upper and a Lower Division. New methods of evaluating a student's work have been evolved, with the consequent abandonment of the present system of credits and grades, thus permitting the elimination of the time element in completing a college course and placing the work of the student on an "accomplishment basis."

Provisions of the new plan developed by the Faculty Curriculum Committee, after long and careful deliberations in which the students and a group of prominent educators participated, are designed to compel the student to assume the initiative in his college work.

The purpose of the Lower Division is to provide a place where the student may round out and fill in the gaps of his preparatory-school education as well as to provide a foundation for the more specialized work of the Upper Division. The Lower Division student should also find time to inaugurate work in his special field of interest and to develop interests and appreciations other than those specifically outlined.

In the Upper Division the student's time will be largely occupied by intensive study in the field of his specialization, but he should also find time not only to develop work closely related to his specialty but to carry on as well a limited amount of work in other fields.

It seems desirable and necessary to continue the organization of the subject matter in course units. But in place of the system of evaluating a degree in terms of credit hours, grades, and terms or residence, there has been substituted one in which the student who desires admission to the Upper Division of the college will be required to demonstrate to the satisfaction of a Board of Admissions that he has met the requirements for such admission; and, further, the Upper Division student who is a candidate for a degree will in like manner have to demonstrate to a special committee that the work which he has accomplished is of such character and of sufficient amount to warrant his recommendation for the degree. The committees are given great

discretion as to the methods they may follow in evaluating the work of any given student and it is quite probable that the methods employed will vary with the student.

The plan provides for no required courses. Instead of this it prescribes certain definite accomplishments and leaves to the student a choice of methods by which he may fulfill the requirements. The College will offer, and probably the majority of the students will take, courses in which they will acquire the materials necessary for the satisfaction of the requirements; but there is nothing to prevent a student satisfying the requirements by purely independent work or by work carried on under the informal guidance of a member of the faculty. The Conference Plan of instruction will be retained.

It is hoped that by the changes in procedure that have been here outlined the student will take the initiative in his college work and thus acquire habits which will fit him better to meet conditions prevailing outside the College.

(*From statement prepared by Rollins College, March, 1931.*)

#### 8. Sweet Briar College, Sweet Briar, Virginia

a. *Interdepartmental Majors.* At Sweet Briar College there is being developed a correlation which is expected to affect the curriculum more widely even than the Honors Courses. These efforts at correlation are centering in what are called "interdepartmental majors."

In the American Problems major certain courses in history, economics, government, and sociology are required, totaling thirty-four hours. . . . Then there are additional courses to be chosen from a group in this same field. That leaves about fourteen hours in the senior and junior years designated free electives. The students are recommended to choose these outside the four departments. Again dependence is put on the ability of a professor in a small group to know his students and assignments, and guidance for these students aims at correlation to bring the student an understanding of relationships at least within a limited field. For graduation a paper that is a cross study in the field of social science is demanded, and this is done with the approval of the committee in charge of the major and under the supervision of a professor chosen by the student.

The major in Revolution and Romanticism gives special emphasis to the period from 1750 to 1850, and the subject is viewed as manifested in (1) political and economic theory and development, (2) religious and philosophic thought, (3) literature and art. Courses from the departments of art, economics, English, French, German, history, philosophy, and sociology are grouped as basic, and additional courses from these departments and also from Bible, Greek, Latin, and music are grouped as auxiliary. From these two groups the student takes all of the work of her senior and junior years. We chose all that because we have given a rather wide swing to the cross choice anyhow. She is to limit herself in these two years, after the exploratory sophomore and freshman years,

strictly within these groups. The same efforts of correlation are made and a similar paper that is a cross-section study is demanded for graduation, carrying exemption from other term papers in the senior year.

The effect that we have already seen from the establishment of these two majors is that they have appreciably brought the members of the faculty into an interested knowledge of each other's work, and the students now taking these majors seem to find them stimulating both for intelligent work at present and for an attitude of mind that augurs for correlation-seeking in the rest of their careers.

(Glass, Meta. Contribution to discussion group on "Current changes and experiments in the liberal arts college." *Fiftieth Anniversary and Seventh National Convention Proceedings, April 8-11, 1931.* American Association of University Women, Washington, D. C., 1931, 214-215.)

#### 9. University of North Carolina, Chapel Hill, North Carolina

a. *The Playmakers.* "The most distinctive phase of our creative work," writes Dean Addison Hibbard, "is in our Playmaking, under Professor Fred Koch. . . . The Playmakers have published four or five collections of their one-act plays, have made tours of this state and other states in the North and South, presenting plays in rural and urban communities. They have been instrumental in turning out some actors now playing in New York, and some few playwrights such as Paul Green."

Professor Koch's class procedure is very simple. In fact, one can scarcely detect any definite plan of action—which is, in itself, a powerful agent of inspiration. . . . Any student in the Playwriting course asked to define the most vital phase of the instruction will invariably refer to the informality and frankness of the discussions having to do with creative writing. Each student is an individual, with his unique likes and dislikes, his own peculiar flair. . . . This is always taken into consideration when dealing with the projected creation of the playwright. All types of plays are encouraged; all kinds of criticism are invited; and no one ever feels hurt or neglected because his play receives more, or less, attention than the play of a fellow-dramatist.

Each student is required to write two one-act plays a quarter. Each play is read by the author before the entire group. Then open discussion follows, and the play is evaluated from various angles of plot, characterization, motivation, and other units of play construction. . . .

Every drama has a chance to find its way to a critical audience, for students are urged to try out their plays in a studio production. Friends are invited, cards are passed around, and criticisms are noted. The play is revised, always with an eye to a public production in the Playmakers Theatre. Of course, this possibility is no small factor in the effort put forth by the young playwright. If the play is especially well done, it

may find a place in the Playmakers repertory and be taken on tour. . . .

It is paradoxical to note that playmaking and play-producing at the University of North Carolina are highly organized, and yet unhampered in their natural development. No one has ever thought of compromising in regard to the discussion or the projection of an idea. This has been the inspiration behind the productivity at Chapel Hill. Professor Koch holds the conviction that the mind must be free from fear of commercial conventionality.

(Westerman, Ralph. "The Carolina Playmakers." *Progressive Education*, 8: January, 1931, 86-88.)

#### 10. University of South Carolina, Columbia, South Carolina

a. *Reorganization of Curriculum.* The paragraph that follows is quoted from Dean Baker.

The revision of our curricula is made with the intention of more closely connecting the work of the freshman year with that of the high school and for insuring that all students continue and attain training in such fundamental subjects as English, history, mathematics, language, and science. Furthermore, in the work of what we might call the Junior College the plan contemplates an opportunity for not only orienting students, but also for discovering aptitudes and abilities, with the view of guiding students in the selection of a major field of concentration in the junior-senior years. All students in the junior-senior years of their course will be under the constant observation, guidance, and direction of a professor of the major department. Under this plan we hope to minimize the heretofore haphazard selection of courses of these years with the objective of merely obtaining the required credits for the degree. Furthermore, we have made provision under our honors course plan for superior students to accomplish something more than the average requirements for the degree.

(*Statement submitted by Dean L. T. Baker, May, 1930.*)

### III. NORTHEAST CENTRAL SECTION

#### 1. Antioch College, Yellow Springs, Ohio

a. *The Coöperative Plan: the Extramural School.* The Extramural School, established in 1929 as an integral part of Antioch College, conducts off-campus educational activities under the "coöperative plan." Tasks formerly assigned to the Department of Personnel Administration are now performed, under an enlarged program, by the Extramural School.

The coöperative plan provides that students shall alternate periods of classroom study with periods of work. Since the Engineering School of the University of Cincinnati began to operate on the coöperative plan in

1906, many institutions have adopted that method in schools of engineering and commerce. Antioch differs from nearly all of these in treating the part-time work primarily as part of a liberal education, rather than as an apprenticeship in a calling, and also in making it apply to any field in which a student may wish to prepare.

Some of the benefits to the student under this coöperative plan are: (1) a ready appreciation of the responsibilities and opportunities of life; (2) correction of personal defects—for instance, through proper work a timid student may take on a normally courageous and assertive attitude; (3) a maintenance of practical interests simultaneously with theory study enforces the idea that both are continuing processes; (4) job experiences quicken intellectual interests; (5) a practical basis for vocational guidance; (6) partial self-support; (7) outlet for restlessness; (8) learning by doing.

At Antioch, it is believed that youth needs both the classes and the daily life. The combination—work stimulated by study, study by work—is found to issue in a more symmetrical education than that gained by theoretical studies alone.

Such a program includes liberal as well as technical and vocational subjects. All Antioch students, including those who intend to become engineers or business men, are required to study English, history, economics, psychology, government, aesthetics, and philosophy, as well as chemistry, physics, biology, and geology. Sometimes the requirements in certain of these studies can be met by adequate high-school courses. On the other hand, cultural studies alone are not enough, and every Antioch student must prepare for mastery in some field of special interest of his own choice—such as scientific research, journalism, engineering, education, business, household economics, or the fine arts. These are rigorous requirements, but they have proved effective in directing young people to fields of endeavor in which they had not previously felt an interest, and in developing wholesome fundamental knowledge in practically all fields. Thus is laid a basis for after-college adult education.

The characteristic procedure under the coöperative plan is this: two students occupy a single position. One works while the other studies. At the end of each five weeks, the two change places. If the job is located at a distance of two hundred and fifty miles or more from Yellow Springs, or is of such a character that a longer period of work is essential (as in teaching or in research), alternation may occur at the end of ten weeks. The program of study is so arranged that classroom work proceeds normally under either schedule.

(“General catalog, 1929-30.” *Antioch College Bulletin*, 25: May, 1929, 30-34.)

b. *Autonomous Plan of Study.* In 1927 the Antioch faculty voted to coöperate in an experiment looking toward more self-directed study on the part of the students.

It was agreed that all courses above the sophomore year should be conducted on an "autonomous" basis. The aim of this plan was to introduce a method by which all students ultimately will assume major responsibility in their own education.

Since the inauguration of the plan, special faculty and student committees have been studying its purposes, methods, and results, its advantages and weaknesses, and both groups have asked for its continuance. From this study by faculty and student committees have come the following:

Purposes of the Autonomous Plan: "(1) To cause the student to assume responsibility for his own learning rather than to depend upon the instructor to teach the subject to him; (2) to develop the powers of the student in planning his work, finding and using information, solving problems, and directing his own study; (3) to permit greater range and freedom to the student according to his individual needs and interests."

Method: The faculty have been experimenting with different methods. Four procedures used in carrying out the self-directed program of study in junior and senior courses (and sometimes used in freshman and sophomore courses) are the following: (1) Class meetings, which may be conducted as lectures or discussions, are used for the purpose of introducing the student to the problems of the course. The instructor and the dean decide upon the number of weekly class meetings—large classes may need three meetings a week; classes of twenty and less, with conference facilities, need not more than one weekly meeting; seminar courses usually need two consecutive hours; small advanced classes may need no scheduled meetings. Attendance at all meetings optional except for first meeting and when requested by instructor, who, himself, preferably should be absent from discussion groups for some courses. (2) Individual conference of student with instructor is basic with the autonomous plan. (3) Adequate syllabi should be supplied at beginning of course either by teacher or by student under teacher's guidance. (4) Small branch library reading rooms within the department near the instructors' offices afford opportunity for students to study at specified times under faculty guidance.

Estimate of results: Freedom from formal classroom methods has led to deeper intellectual interests and to a sense of personal satisfaction which comes from individually directed work.

Weaknesses: Some students above sophomore year are utterly unprepared for self-directed study and there is not a sufficient number of tutors to help this type of student. Autonomous courses carried along with non-autonomous courses present difficulties to the student carrying a mixed program as well as to the instructor administering the course.

(Based on *Antioch College Faculty Manual*, 1930-31. Yellow Springs, Ohio, 1930, 34-42.)

c. *General Examination and Field Examination.* Comprehensive examinations are given at Antioch in both the general required courses and the field of concentration at the close of the senior year.

These examinations are known as the "general examination" and the "field examination," respectively. A comprehensive examination survey course is offered, providing the student with a syllabus containing typical and suggestive questions for the general examinations, also a bibliography of suggested reading. No specific preparation is undertaken in any particular course, but merely study in correlating the required courses and in filling in gaps where the student feels weakness. Responsibility for preparation lies with the student. For the "field examination" the syllabus contains a guide to the particular field, review questions, and a selected bibliography. It is prepared and presented by the head of the particular field, who is prepared to advise students in his field about their particular weaknesses and ways to set about remedying them. It is suggested that the student confer weekly with his adviser.

For the general examination, each faculty member is asked to submit ten questions concerning the general required courses, each question to touch on more than one field of knowledge; each department is asked to submit questions of the definition or objective type covering the fundamental concepts and technical terms which it considers essential to a general understanding of its subject. A comprehensive examination committee makes a selection from the questions submitted, and handles the administration of the general examination. In 1929-30 four hours were required for Part I, which consisted of (1) twenty-seven questions from which six might be selected by the student; (2) two broad questions, both of which must be answered; and (3) a single question, an appraisal of present-day civilization. Part II required two hours and consisted of questions designed to test technical terms, fundamental concepts, and certain significant names and dates.

The field examination depends largely on the nature of the subject matter and aims of the particular field. Some contain essay questions; some are mainly objective; some are problem examinations. Six hours, over a period of two days, are allowed for the examination. An oral quiz is usually given as a part of the field examination, and one hour is allowed for each student in conference.

A study of the comprehensive examination as employed in the leading colleges and universities in the country was undertaken by Antioch in 1926-27. The examination was initiated in 1928-29. In 1928-29 fifty-six students passed the "comprehensives," six with honors; while six students failed. In 1929-30, the comprehensive survey course was better planned and executed; the examination questions were improved; and the hours of administration were less concentrated. In 1929-30, fifty-seven students passed, eight with honors; three failed to pass.

(Based on *Antioch College Faculty Manual*, 1930-31. Yellow Springs, Ohio, 1930, 53-61.)

*d. Community Service.* The community life of Antioch College is arranged to stimulate the development of sound social, economic, athletic, and moral values.

It is the aim of the college to develop a well-rounded personality; hence the non-curriculum education is an important part of the college program. The college fosters student interests—from the intramural athletic sports to technical societies—such as a student chapter of the American Society of Civil Engineers, the Antioch Parliament (a serious discussion club), the Varsity-A Club (undertaking general supervision over athletics), the Antioch Union (interested in beautifying the college campus), and conferences with students from other colleges.

A "Directory of Student and Faculty Interests" of the entire Antioch Community has been collected for the purpose of bringing people with similar interests together.

The college seeks to develop the habit of responsible service as a genuine part of education. In order that every graduate may take his proper place as a citizen and leader in the community, it is felt that he should receive some training in such activities in college. Two agencies provide opportunities for this training:

(1) *The Service Council* is a group of students who work with student organizations and publications, supply emergency assistants for the Community Council, administrative officers, and faculty, organize and lead clubs among boys and girls of the village, coöperate with village schools and churches. This service is voluntary, but it is hoped that all freshmen and sophomores will devote about two hours a week to it.

(2) *The Community Service* is for the student above the sophomore year. He is required to devote from three to four hours a week to some form of campus service work. These students assist, under the direction of faculty members, in the instructional, administrative, clerical, and other work of the College; work of considerable responsibility, such as assisting in grading papers, leading discussions, supervising laboratory work, is given to the student demonstrating his ability to assume such duties, while more routine work is assigned to other students.

Work assigned to students under Community Service has a direct or indirect educational value to the student and is of real worth to the college. By thus closely identifying the student with the work of the institution, the college endeavors to develop in him a sense of responsibility for maintaining the life of the community.

(Antioch College. *Antioch College Faculty Manual*, 1930-31. Yellow Springs, Ohio, 1930, 22-24, 81; also statement submitted by Assistant Dean J. Dudley Dawson, October, 1930.)

e. *The Faculty Fund*. In January, 1929, the Antioch faculty were incorporated as "The Faculty Fund."

The purpose of this organization, which includes the entire faculty in its membership, is to handle college funds and endowments entrusted solely to the faculty. The business of The Faculty Fund, Incorporated, is vested in a faculty board of trustees, composed of the president of the college, three members elected by the faculty, and three appointed by the

Administrative Council. The Faculty Fund is a step toward self-directed control of specific funds by the faculty for the promotion of educational interest. It has an endowment fund of about \$13,000, to which additions would be welcomed.

(Antioch College. *Antioch College Faculty Manual*, 1930-31. Yellow Springs, Ohio, 1930, 77.)

At some schools, as at Antioch and Oberlin, the faculty has assumed a great deal of the authority legally vested only in the board of trustees. The story of Antioch is eloquent evidence in favor of the belief that those people most closely associated with the college should be intrusted with its government. . . .

[A] quite unprecedented step toward self-government for Antioch College has been the incorporation by the State of Ohio of the Antioch faculty under the title of the Antioch Faculty Trust Fund, Incorporated. This very significant step, showing the unusual degree of freedom and responsibility which is exercised by the Antioch College faculty, was taken, upon the initiative of the president, in May, 1928. In its articles of incorporation the trust is authorized to "receive gifts and to accrue, convey, lease, mortgage, dispose, and administer all property, real and personal, received or acquired" by the faculty trust for the "purpose of research, improving the methods of teaching and of education, and for all other purposes proper and incident to the interest of Antioch College, Yellow Springs, Ohio, and of its faculty and officers." . . .

The faculty-trust plan is significant in the evolution of the American academic constitution. It is in no way revolutionary, novel, or startling, as it may seem at first sight to the average college pedagogue who has spent most of his prolonged school life working for credits and degrees. It belongs in the present evolutionary process. It offers the president an opportunity to pass on and to share with his faculty responsibilities too heavy for any one man to bear alone. It offers an opportunity for the American college to function in its government more consistently and more as all academic institutions outside the English-speaking portions of the Americas have done for centuries. Thus, in due time, the people who are morally and in reality the college may become so, not only in the classroom and laboratory, but in the legislative and administrative offices as well.

(Kirkpatrick, J. F. "The Antioch Faculty Trust." *The Nation*, 131: October 22, 1930, 441-443.)

## 2. Earlham College, Richmond, Indiana

a. *Institute of Polity*. President Dennis reports "one innovation during the past year which may be worthy of note," referring to the Institute of Polity, which was held at Earlham, May 15, 16, and 17, 1930, being thus scheduled in order that students might attend the sessions and participate in the discussions.

To further this purpose, the regular classes were dismissed during the season of the Institute. Of course not all students attended, but it is hoped that the number who do attend will increase from year to year—for the Institute is to be repeated.

As stated in the bulletin, the conference was "inspired and pervaded with an atmosphere of justice and friendliness to all nations, including our own," and the speakers were selected "with the view to giving the members of the conference an opportunity to learn at first hand of the real purpose and ideals which have inspired the conduct of American foreign affairs with relation to Latin America and the Orient," from men who are or have been actually engaged in the conduct of foreign affairs.

It is our belief that this Institute is making and will make within its field a real contribution toward the improvement of our educational offering, and we hope that the Earlham Institute of Polity will mean, not only to Earlham students but to our entire constituency, a real contribution toward a better understanding of international affairs.

(*Letter of President W. C. Dennis, June, 1930.*)

The Institute was made possible this year through the gift of Chester DeWitt Pugsley, New York lawyer. The Institute secured as leader of the round table on Latin American affairs, Mr. Francis White, Assistant Secretary of State. The round tables on the Orient were led by Professor George Grafton Wilson of Harvard University. Other speakers were James Brown Scott, Secretary of the Carnegie Endowment for International Peace; Jesse S. Reeves, Professor of Political Science, University of Michigan; Professor Ellery C. Stowell, American University; Henry T. Hodgkin, Director of Pendle Hill Graduate School; Chester DeWitt Pugsley.

(Earlham College. *Program of the Institute of Polity at Earlham College, Richmond, Ind., May 15, 16, 17, 1930.* 4 pp.)

### 3. Flora Stone Mather College, Western Reserve University, Cleveland, Ohio

a. *Independent Work in Addition to Honors Work.* The faculty has appointed a committee to take charge of independent work of students.

Each member of the faculty reports to this committee students from his particular department who, in his opinion, have the ability to do independent work in that particular subject. The student is then referred by the committee to the head of the department, who outlines work in a particular field and refers the student to some member of the department for frequent, individual conferences rather than regular class attendance. It is the hope and expectation, from results already secured, that this work will lead to more independent thinking and self-direction on the part of the students. This particular plan is in addition to the honors work which was established some time ago, by which students

attaining high grades were allowed to choose a field of concentration with the withdrawal from class attendance and other college regulations.  
(*Statement submitted by Dean Helen M. Smith, July, 1930.*)

#### 4. Franklin College, Franklin, Indiana

a. *Program of Individualized, Independent Work.* President Rainey writes concerning this aspect of the work at Franklin.

We are working on a system of individualization for our students. We started this fall with a small group of juniors and are building for them an individual curriculum for the last two years of their work and are relieving them of all the formal requirements and routine of college work. This individual curriculum for each student is built around the field of his major interest. Each student is given the services of a member of the faculty as his special tutor. Two other members of the faculty selected because of their interest in closely related fields to the student's interest, are added to complete the student's committee. There are two requirements that we make of students for doing this type of work. In the first place, they must have convinced the faculty that they have an intellectual interest strong enough to encompass two years of intensive study, and in the second place, they must have convinced us that they are able to do independent work under guidance.

This program is designed to break up the concept of college education which at least 95 percent of all college students have; namely, that of thinking of their education in terms of time, textbooks, recitations, and grades, . . . rather than in terms of mastery of a great field of knowledge. Thus, under the new plan, we are substituting a new system for the old one in the hope that an entirely new educational ideal will prevail; namely, that of mastery. The new system breaks up very definitely the departmentalized idea.

Since this work was only begun this semester, not enough time has elapsed for us to draw any definite conclusions as to its validity, but personally I am enthusiastic about it and believe it has a great deal to offer in vitalizing college education.

We are also selecting a group of our best freshmen, and under the careful guidance of various instructors we are relieving them of the formal requirements of class work and attendance in certain subjects and allowing them to progress at their own rate, motivated by their own interests. We believe this also has great promise for stimulating our best students. Our college is small enough that we can treat most of our students as individuals, and we believe this is an outstanding contribution that we are making to the field of higher education.

(*Statement submitted by President Homer P. Rainey, December, 1930.*)

#### 5. Illinois College, Jacksonville, Illinois

a. *Experiment in Individualized Instruction.* A beginning course in education in a liberal-arts college must appeal to different interests,

since some of the students are preparing for the profession of teaching, some will teach temporarily, and some have no intention of teaching. A plan developed at Illinois College attempts to individualize instruction in the introductory course in education "in such a way that all might receive the best sort of instruction suited to individual interests and abilities."

The first two meetings of the class were devoted to lectures which had the frank purpose of stimulating, startling, thrilling, and interesting the students. At the close of the second lecture, it was suggested to the class that they might prepare their own course of study and include what they most wanted to know or find out concerning education in this or other countries. The response to this suggestion is interesting. The procedure was daring, perhaps, but the response showed it to be not at all dangerous. As one student expressed it in a later critical paper, "It made me feel as if I were partly responsible for the course." The questions asked were tabulated and arranged into groups or topics. . . . Some of the questions asked under various topics were unexpected. For instance, considerable interest was displayed in the educational system in South America, which the instructor might not have included, but which certainly deserves some attention from future citizens.

The class was divided into three groups; each group bought a different textbook and then traded textbooks with the other groups. . . . The ideal for this class was to get knowledge for knowledge's sake and its possible present and future value, rather than for the grades it would bring about. . . . Hence we decided to get the grades settled once for all and then proceed to forget them. The students were, therefore, told that they might choose their own grades before the work of the semester started. They were warned of the approximate amount of work each grade would include and that work would be apportioned according to various grades both as to quality and quantity. . . . As a result, before the work was fairly under way, students signed up for grades as follows: A, 9; B, 39; and C, 12. . . .

All formal class work with [certain] exceptions . . . was dispensed with. Excepting discussion or lecture days, students reported at the beginning of the hour. Some then left for the library to work on reference material; many had individual conferences with the instructor; some worked alone on one paper or another; others engaged in informal discussion among themselves. Small groups discussed books read outside of class. Papers were turned in at any time. As a result students worked at their own rates and when it best suited them. . . . All agreed . . . that they learned more and were more interested in learning it than in the old type of course.

(Miller, Eleanor O. "An experiment in individualized instruction." *Progressive Education*, 7: June, 1930, 221-224. Carbon copy of article sent by Eleanor O. Miller from Illinois College.)

## 6. Lawrence College, Appleton, Wisconsin

*a. Vocational Guidance.* A series of conferences was conducted by alumni for students interested in law, insurance, sales, school administration, teaching, personnel administration, investments and banking, and journalism. President Wriston's annual report describes these conferences thus:

This year we have made a really notable step in the direction of effective vocational guidance. . . . We have had conferences upon going into law, insurance, sales, school administration, teaching, personnel administration, investments and banking, and journalism. Much of this work was done by our own alumni who have been successful in these fields, and most of it was gratuitous. The conferences for the most part were very well attended, the discussion was active, and the students report that they feel they were most profitable. It is of the greatest importance that we should diversify the vocational interests of our students. Twenty years ago it was possible for a college to depend upon its teacher-training program as the backbone of its efforts, but with the modern and rapid development of the state-supported teachers colleges such dependence will be a source of weakness rather than of strength. . . . These conferences, therefore, have more than a transitory significance, and should become the foundation of a settled program of vocational guidance which will be not only more active than most, but more effective than our efforts hitherto.

*b. Seminar in Human Relations in Industry.* A new course has been added to the curriculum for 1930-31. It is described thus in the catalog:

Two evening hours every other week. Credit 9 hours, of which 6 may be counted toward the student's major. Prerequisite, senior rank and the consent of the instructors. The course is offered jointly by the departments of Economics and Business, Psychology, and Sociology. Instruction will be given by a group of professors from the college and *a group from the staff of the Kimberly-Clark Corporation, under the general chairmanship of Mr. Shattuck.*

A business, economic, psychological, and sociological approach to the human factor in industry. Selected problems, such as wages, incentives, pensions, rating methods, and welfare, will be studied from the standpoint of the employee, the corporation, and society. The aim is to cut across the divisions of academic departments as well as to combine the views of the man of affairs and the scholar. The student's work will consist of intensive research in a chosen problem and comprehensive reports.

*c. Alumni Advisory Committees.* In 1929-30 Lawrence College established a number of alumni advisory committees which met in

small groups in a number of centers and were asked for criticism and advice with regard to the functioning of the college.

These meet in small groups in various centers, and we can go to them for criticism and advice, laying before them with greatest candor the problems of the college, as well as its opportunities, and seeking from them, in response, a considered judgment as to how we may best meet the difficulties and exploit the opportunities. It is a very fruitful procedure. In the first place, it has a sobering effect upon those whose interests have appeared to be entirely upon the extra-curricular activities. They realize that they must be constructive in suggestions. Thus far, it must be admitted, these conferences have been of more value in developing their sympathy than in altering the procedures of the college. But even that is great gain, for if theirs is to be a significant contact it must first be a sympathetic one, and if their minds are occupied with the problems of the college in a constructive way they will inevitably make important contributions to the solution of those problems, sooner or later.

(*Report of an address by President Wriston, submitted by Lawrence College, July, 1930.*)

#### 7. Marietta College, Marietta, Ohio

a. *Administrative Council.* President Parsons calls attention to an interesting piece of administrative machinery. For the last two years the faculty has delegated to the Administrative Council not only the administrative power of the faculty but also its legislative power. The plan has expedited college business and has relieved the general faculty of burdensome duties. The Administrative Council is composed of seven members, two elected each year by the faculty from any of its memberships for a two-year term and three being *ex officio*, the Dean of the College, the Dean of Women, and the President.

It is perhaps of interest that the faculty of Marietta College in the spring of 1928 put in force a plan . . . embodied in the following resolution:

1. That the faculty of Marietta College place in the hands of the Administrative Council the legislative powers exercised by the faculty with the understanding that (1) the arrangement continue until the close of the academic year 1928-29; (2) that it may be renewed at the will of the faculty for such periods as the faculty may determine; (3) that no forward move in the conduct of the institution shall be made without a previous presentation of the matter to the faculty for full discussion; (4) that the Administrative Council shall hold regular meetings at four o'clock on the first Monday afternoon of the month of the academic year to which any member of the faculty will be welcomed and permitted to introduce business or to

share in the discussions; (5) that the Administrative Council shall place in the hands of the faculty their reports on all discussions and action of general faculty interest.

2. The faculty committees shall continue to handle the usual detail matters of their fields.

At the beginning of 1929-30 and at the beginning of the present academic year the faculty voted unanimously to continue the plan. . . .

Several years ago the process of concentration of faculty responsibility began with the elimination of most of the committees, the names and personnel of which filled a page of the Marietta catalog. Now there are two standing committees—the Administrative Council and the Instruction and Curriculum Committee. There is a joint committee of three members of the faculty and three students who hold an advisory relation to the faculty and the student body. Occasionally other committees are appointed for special studies or surveys and to meet temporary needs, but these are very few.

(Parsons, Edward S. "A College Administrative Council." *School and Society*, 32: November 15, 1930, 673.)

#### 8. Milwaukee-Downer College, Milwaukee, Wisconsin

a. *Course in Occupational Therapy.* Milwaukee-Downer College, according to President Briggs, "offers the only course in Occupational Therapy which is given in connection with a college and is fully accredited (see catalog, pages 71-74, and special bulletin)."

A short course, covering two years of carefully planned work at the College and nine months of hospital training, is offered to students who are somewhat older and who present, besides high-school graduation, further work in college, business, nursing, etc., for entrance. A longer course combines work for the bachelor's degree with work for the diploma in Occupational Therapy. The student meets all requirements for the degree and the requirements in special courses for the diploma. She receives the degree at the end of four years, and on the completion of nine months' hospital training, the Occupational Therapy diploma. Milwaukee-Downer College offered the first work in Occupational Therapy given in this country. The course has constantly developed. In its present state, its requirements were printed recently in one of the publications of the American Medical Association as the best program preparing students for the profession. We are now discussing the possibility of further change, probably reorganizing the degree course, adding much more science to the present requirements in science, and giving a degree of Bachelor of Science for the completion of it, as at present the degree of Bachelor of Science is given for the course with a major in Home Economics. This, however, has not as yet been worked out.

(Statement submitted by President Lucia R. Briggs, July, 1930.)

### 9. Oberlin College, Oberlin, Ohio

*a. Adoption of the Ranking System.* Dean C. N. Cole reports that a fundamental revision of the marking system of the College was approved in 1929-30. The committee which studied the matter presented an elaborate report, of which the conclusions were "that the old grading system, which was the letter system in general use in colleges, lacked uniformity, that it had become generally too lenient in recent years, and that it would be wise to adopt in its place a ranking system."

The college record of any individual student will be the composite of his positions at different times in the college body of which he is a member, in respect to the ideal standard which that particular student generation has set for itself. This is the essence of the new ranking system adopted for Oberlin College. . . .

In the first place, the instructor will continue to make use of literal or percentage grades or any other devices, during the course of the semester, as a means of advising students of their progress and of informing the Dean of possible failures. At the end of the semester, the teacher will prepare two lists for each class, the first containing the names of those students whose work is incomplete, conditioned, or failed. There is absolutely no change in the procedure for students in this group. The second list contains a distribution of passing students, those whose grades would formerly have ranged from A to D, inclusive. Instead of assigning literal grades to these students, however, the instructor will simply rank them in the order of their achievement, giving first place to that student whose work is the best in that particular class. The simplest possible case would be that of a group of twenty-five passing students ranked in regular order from one to twenty-five. Naturally the situation in any particular class will seldom be so simple. Let us suppose that the instructor finds the first student in the class without difficulty, but is unable to distinguish any important difference between the next three students who would normally have occupied ranks two, three, and four. These three students all receive a rank of three, the median position of their group, and the next student in the class a rank of five. Similarly, provision is made for handling ties at any point on the scale. If in any extreme case the twenty-five students in a given class were considered indistinguishable by the instructor, each would receive a rank of 12.5. There are special problems in the very small class and in the very large class. . . .

Turning now to the process in the Registrar's Office, it will be seen that some code is necessary for assembling this information on comparative class ranks. At this point, use will be made of the so-called Hull Conversion Table with modifications. . . .

(Love, D. M. "The ranking system in Oberlin College." *Oberlin Review*, December 2, 1930, 3-4. Reprint.)

## 10. Purdue University, Lafayette, Indiana

a. *Testing and Sectioning Program.* Since 1926-27 Purdue University has carried on a so-called 'freshman orientation period' each year, the purpose of which is to orient the student more quickly within the relatively complex and new environment in which he finds himself, and to provide data concerning the students which will serve to guide them in their ensuing academic career.

The tests results (psychology test, English, chemistry aptitude, and mathematics training tests) obtained during the orientation period are reduced to percentile scores and an alphabetical list of all freshmen together with their percentile scores is placed in the hands of the faculty within approximately a week after the opening of the fall semester. These test scores are furnished the faculty so that they may more intelligently individualize their instructional procedure. . . .

A comprehensive experiment carried out in the year 1926-1927 with the lower fourth of the freshman men students, as determined by placement tests, is described in the bulletin by Remmers, H. H. "A Diagnostic and Remedial Study of Potentially and Actually Failing Students at Purdue University."

General statistical results of the testing procedure are given in two bulletins: (1) Stalnaker, J. M., "A statistical study of some aspects of the Purdue orientation testing program," *Studies in Higher Education*, VIII, Vol. XXVIII, No. 6, February, 1928; and (2) Remmers, H. H., "A study of freshman placement tests at Purdue University, 1926-1927," *Studies in Higher Education*, XII, Vol. XXIX, No. 13, June, 1929.

Next year it is proposed to carry forward the last-named study to include the four years that have elapsed since 1926-1927.

A study of test score averages by schools in the University has been made each year. . . . The test results are used to a considerable extent in administrative procedure designed to improve educational guidance and placement. Sectioning for ability is carried out in the Departments of English, Chemistry, and Mathematics. In English and Mathematics students are separated into two groups, the more deficient students being required to take a semester of non-credit review work, upon the satisfactory completion of which they are permitted to register for the regular first-semester courses. In chemistry the ablest students are segregated and given a more intensive course in elementary chemistry, no differentiation being made in the amount of credit earned.

During the current year an experiment in homogeneous grouping has been carried out in the Department of Modern Language and will be continued next year. . . .

An experiment which will be initiated next year is the selection of students of superior ability in English, mathematics, and economics for more rapid and intensive work. These students will cover in one semester with four semester hours all the material normally covered in two

semesters with six semester hours. These more capable students will receive six hours credit for work done in so far as they maintain a sufficiently high standard of performance.

(*Report submitted by President Edward C. Elliot, May, 1930.*)

b. *Faculty Rating by Students.* During the year 1928-1929 a program of faculty rating by students was carried out for the purpose of giving each instructor who cared to have himself rated a cross-section of student's judgment concerning various traits presumably related to teaching effectiveness. The details of the procedure, scope, and results of the ratings are described in the bulletin, "The College Professor as the Student Sees Him."

The Purdue Rating Scale for Instructors is offered as a device designed to help meet the demand for the improvement of college teaching.

In the rating program carried out at Purdue University somewhat more than two hundred instructors obtained scales, and one hundred and fifteen instructors returned results for two hundred and ninety-three classes. Percentile norms based on the class average as a unit were computed.

There are a number of suggestions and inferences of a non-quantitative type which may be made as the result of the experience with the rating program. The first of these concerns the interest that was shown on the part of the faculty. Did the use of the rating scale tend to stimulate interest in improvement of teaching? . . . There is no doubt that during the rating program, at least, the whole procedure was a very prominent topic of conversation among the faculty. Opinions both favorable and unfavorable were freely expressed. I am of the opinion that a reasonable interpretation of this would be to the effect that there was a definite stimulation of interest in the problems of improving teaching. . . .

The following conclusions seem warranted. 1. Validity for the Purdue Rating Scale for Instructors is synonymous with reliability. 2. The reliability of the average scale score compares favorably with that of the best standardized objective tests if from seventy-five to one hundred students' judgments are averaged. 3. Maturity of students has a negligible effect on average ratings. 4. The 'halo effect' is unimportant when viewed from the standpoint of the reliability of a single trait. Each trait adds to the total picture of the instructor as judged by students. 5. Students agree very closely on the relative values of the ten teaching personality traits as given in the scale. 6. Results from two other institutions leave the question of the extent of the differences among local standards of judgment an open one, although the preponderance of evidence points to the conclusion that results for even geographically widely separated institutions are likely to be comparable. No doubt it will be safest for any institution to develop its own norms if a rating program is carried out.

7. The really significant factors affecting the ratings are those which the scale is designed to measure—the traits of different instructors as judged by students. 8. Students' standards of judgment as checked by the fifth in which the instructor is placed are shown to be quite stable ( $r =$  approximately .74).

(Remmers, H. H. "The college professor as the student sees him." *Bulletin of Purdue University*, 29: March, 1929, 61-63. Studies in Higher Education, XI.)

### 11. University of Chicago, Chicago, Illinois

a. *Reorganization Plan.* On October 22, 1930, the University Senate approved a proposal to replace the Graduate School, the Senior College, and the Junior College, by five divisions: the Humanities; the Social Sciences; the Physical Sciences; the Biological Sciences; the College.

A dean presiding over each division receives the budgets of the departments and coördinates them into a divisional budget. The College is responsible for junior college general education and specific prerequisites for advanced work in one of the other four divisions—Humanities, Social Sciences, Physical Sciences, Biological Sciences. The College faculty is not segregated—each College faculty member is a member of the faculty of the appropriate upper divisional faculty. All degrees, bachelor's, master's, and doctor's, are voted by the entire faculty of Arts, Literature, and Science, on recommendation of a divisional faculty. (*Report submitted by Dean C. S. Boucher*, November, 1930.)

The Senate of the University of Chicago recently approved an administrative reorganization of the work in arts, literature, and science which is significant, not because it changes administrative details, but because it is designed to facilitate projected educational developments. . . .

The details of the plans now being devised center around a complete change in educational measurements. . . . We propose to permit the student to pass from general to specialized education, from the junior to the senior college, and to graduate with the bachelor's degree, not at all on the basis of course-credits, but entirely on the basis of comprehensive examinations.

We have two primary objectives in mind. First, we desire to protect the superior student against unreasonable lock-step, perfunctory, and time-serving requirements, and to make it possible for him to progress as rapidly in his educational development as his capacity will permit. Second, we desire to set up at least a minimum standard of educational achievement, which is not provided in the routine course-credit system, to be measured by comprehensive examinations which some inferior stu-

dents, who now acquire a degree through course-credits, cannot pass. We desire to give meaning to the bachelor's degree—that the student has passed through a stage of real educational development, and has really achieved intellectually, that he has acquired a respectable amount of general education, and has mastered the factual information, the methods, and techniques of at least one large field of thought to the extent that he can marshal the materials and subject matter of the field, organize it, correlate it, interpret it, and use it in an intelligent and purposeful fashion.

(Boucher, C. S. "Developments in undergraduate education." *Journal of Higher Education*, 1: December, 1930, 491-492.)

*b. Selection and Promotion and Salary Increases of Faculty.*

We have abandoned the use of graduate student assistants for instructional positions. Instructors are more carefully selected in regard to their interest in, and capacity for, successful teaching than ever before. Many departments are supervising the Junior College instruction carefully and continuously. We have a special fund for increases in salary for distinguished success in undergraduate instruction. The President has announced publicly on several occasions that significant contributions in undergraduate education will receive recognition in the form of promotions in rank and advancements in salary commensurate with the same form of recognition given for research productivity at the graduate level.

The President has forcefully stated the policy that the greatest care must be exercised in selecting new faculty members, most of whom will be given only temporary appointments until they have proved their value. He has pledged himself to material increases in salary for all who are worthy.

Any faculty member with a worth-while research project can apply for a reduction of teaching load, and many receive it, in order to carry on more effectively and more rapidly his research project. We have no statutory provision regarding a minimal teaching load for each faculty member. The statute says that the load for each faculty member shall be such an amount of teaching, research, or administrative work, or such combination of these activities, as may be approved by the President. This entirely flexible arrangement makes it possible for each faculty member to have his load adjusted in complete harmony with his talents and major interests.

(*Report submitted by Dean C. S. Boucher, November, 1930.*)

The most important step to guarantee that no stigma of inferiority will be attached to membership in the College faculty has already been taken by President Hutchins in his announcement on more than one occasion that significant contributions in the field of college education will receive recognition in the form of promotions in rank and advances in salary comparable to the same forms of recognition given for significant research productivity at the graduate level.

(Boucher, C. S. "Developments in undergraduate education." *Journal of Higher Education*, 1: December, 1930, 493.)

## 12. University of Michigan, Ann Arbor, Michigan

a. *Alumni Education Program.* The University of Michigan is committed to the fundamental idea of alumni education and has effected an organization designed to develop contacts with the alumni on this basis.

A series of questionnaires has been addressed to sections of the alumni body for the purpose of securing data as to the reaction of the average alumnus to the general idea of an educational relationship with the University. . . . Former President C. C. Little, through his announcement of the Alumni University, gave the conception a wide currency among the graduates of the University. His effective statements prepared the way for further steps, which came in December, 1928, when a sufficient sum was appropriated by the Regents to cover the salary and office expenses of a new type of university officer, a Director of Alumni Relations charged with the development of this new form of contact with the graduates. The initial task before this officer is to make plain to the alumni that the University is committed to furthering an intellectual fellowship with them and to correlate different efforts in this field already under way. These include: the Ten-Year Program of the Alumni Association, the lectures and the study groups under the Extension Division, the book lists and information service of the University Library, professional contacts and personal service developed by the professional schools, as well as personal contacts maintained by a number of individual members of the faculties.

(Shaw, Wilfred B. *Alumni and Adult Education: An Introductory Survey*. American Association for Adult Education, New York, 1929, 54-55.)

An alumni educational week was held in Ann Arbor during the five days in the interval between commencement and the opening of summer school. The sessions of this "Alumni University," as it was called, began on Tuesday, June 24, and ended on Saturday, June 28, [1930].

Some seventy-four alumni were actually enrolled for the period, though a number of others attended occasional lectures. Of this number, sixty-one were actually graduates or former students. The others were alumni of other universities or wives of alumni, not graduates of the university, who attended the sessions with their husbands. . . .

A general hope was expressed that the program would be continued next year with the following characteristic comment: "I see no reason why the enrollment should not double or treble itself for 1931 and increase proportionately in each succeeding year as the benefits of the Alumni University become more generally recognized."

(Shaw, Wilfred B. "An educational week for alumni at the University of Michigan." *School and Society*, 32: August 16, 1930, 231-232.)

### 13. University of Wisconsin, Madison, Wisconsin

*a. Precollege Testing and Counseling.* The Bureau of Records and Guidance at Wisconsin has effected a happy coöperation with the secondary schools and the higher educational institutions of Wisconsin by which tests to determine aptitude are given now to every senior in the preparatory schools.

Sixteen institutions of higher learning in Wisconsin, of which the University was one, recognizing a common responsibility to the youth of the state, joined in a coöperative program to analyze and study their common problem. When I suggest that, practically without exception, secondary-school administrators participated in promoting the program, parents have gratifying evidence that private and public education alike are concerned about every Wisconsin boy and girl as a problem of individual adjustment. . . . Should it not be a responsibility of the high school and the college to institute a program which shall result in causing young people and their parents to think and plan future careers in terms of special aptitudes, capacities, and interests? . . .

The colleges decided to attempt to test all of the high-school seniors of the state for scholastic aptitude. Two purposes were involved in the testing program: first, it was intended that high schools and colleges might use the results of the tests to help individual students to make decisions following graduation; second, it was desired that the truth might be discovered with reference to whether many students were entering Wisconsin colleges with little or no probability of success; also, whether an equal number with superior college ability had no intention of attempting college work. . . . Of the 17,000 high-school seniors in Wisconsin, over 16,000 took the test. . . . Of the group who ranked in the upper 25 percent in scholastic ability, 62 percent planned to enter college; of the group who ranked in the lowest 25 percent in scholastic ability, only 30 percent intended to enter. However, it was clear that, of the students who could probably do strong college work, 1500 had no intention of applying for admission, while, of the group which was practically doomed to failure, 1250 had decided to make such application. . . .

There were over 3200 students who indicated some desire to enter Wisconsin at some future time. With many the hope that the desire would materialize was very faint, but President Frank wrote a letter to each of the 3200 students inviting the student with his parents to visit the University during the summer. The president's letter assured the student that if such a visit was made, there would be an opportunity to meet some University official who would discuss and offer advice about courses of study, requirements, vocational possibilities, and . . . other matters. . . . Over 900 different persons, including students, parents, and friends, had acted upon this invitation up to September 7. There were members of the faculties of various colleges and departments on the campus during the summer who were available, and frequently students and parents

took advantage of the opportunity to confer with those who were directly connected with a field of special interest. . . .

It would be difficult to overestimate the value of the information contained in the new admission blank to the official who sits in with student and parent. When the rank in the scholastic aptitude test was also considered, it was frequently possible to suggest with assurance that certain courses and also subjects be taken or avoided. As a result of the visits some parents decided not to send their children to Madison; some who were uncertain came to a decision in favor of the University; while many were helped in the selection of subjects and courses. The real test of this possibility for summer conferences will be in the desire to take advantage of them as indicated by the number who accept the president's invitation. In the summer of 1928 there were 450; the fact that double that number came in 1929 is indeed gratifying.

(Holt, Frank O., Director of Bureau of Guidance and Records. "What is being done for the freshman." *Wisconsin Alumni Magazine*, 31: October, 1929, 4, 30. Copy submitted by the University as part of its report.)

b. *New Curriculum.* The College of Letters and Science presented in June, 1930, a report proposing curriculum changes. This report was adopted by the faculty and approved by the Regents. The main features are explained below.

In the effort to eliminate from its student ranks those who are not qualified to profit by the full four years of university work, the University of Wisconsin has adopted a new device. At the close of the sophomore year, students in the College of Letters and Science who have satisfied the requirements of the first two years toward a degree will receive certificates entitling them to the rank of "Junior Graduate in Liberal Studies." The class is then divided into three groups on the basis of scholarship records. The highest group is automatically admitted to the junior year. Members of the second group must submit applications to a committee, which will in each case consider both high-school and university records, the recommendation of the student's instructors, and other relevant factors. Members of the third group, except in unusual circumstances, are dropped, although the lapse of a year well spent in some other institution or in employment may finally lead to re-admission.

It is expected that this system will not simply eliminate the unqualified, but as the standards in the last two years are raised, will also produce a marked improvement in the quality of the first two years' work.

A further division is to be made at the end of the second year, when a small number of students who have done exceptional work will be allowed to follow their major study independent of class requirements, subject to a general examination and a thesis requirement for graduation. These advanced independent students are eligible for admission to the Graduate School at the close of the seventh semester, and if they are able

to satisfy the necessary requirements, may be granted both the bachelor's and master's degree at the end of the eighth semester.

("Wisconsin experiments further." *Journal of the American Association of University Women*, 24: January, 1931, 103-104. Summary prepared from Document 362 of the University.)

Our first wish is to break up, as far as is safe at one moment, the lock-step regimental march of students through four years of college. . . .

Our second wish is to improve our educational efficiency. . . . It seems possible . . . to increase its efficiency by introducing a new psychological factor. . . . By setting the measure in language not in hours but on attainment, and by testing the student before graduation in subjects and not in courses only, we believe that students will realize more fully and earlier what they are in college for, and that the atmosphere of the classrooms will be changed. . . .

Our third purpose is to destroy in the student's mind the idea that all knowledge is divided into academic departments. . . . To help the student in getting this synthetic habit of mind, we have provided that he be allowed to concentrate even more deeply than at present, but that his major examination force him to relate his special field to its neighbors. In addition we have arranged a number of college courses to be given by more than one department, and we hope that their number may grow. . . . We would rate our success rather by future changes than by the length of time which our plan operates. This project is the copy of none other. It is indebted to many others.

(Fish, Carl R., Chairman of Faculty Curriculum Committee. "Curriculum changes." *Wisconsin Alumni Magazine*, 31: June, 1930, 351. Copy submitted by the University as part of its report.)

### c. Disciplinary Powers Shifted from Deans to Student Conduct Committee of the Faculty.

In the discipline of students, the University of Wisconsin has made one change. At the request of the Dean of Men, the faculty created in 1927 a Committee on Student Conduct, consisting of members of the faculty appointed by the President, student deans, and deans of all the colleges. In making faculty appointments, the President has placed on the committee professors of law, psychiatry, sociology, etc. The whole committee meets to consider and decide general policies. For individual cases a sub-committee is appointed consisting of members whose special knowledge will be pertinent. Two advantages were hoped for: the contribution of experts in personal and social relations, and the greater usefulness of student deans when student opinion no longer identified them so closely with punitive activities.

Students do not participate in the work of this committee. I think the chief reason for this is the unwillingness of men students to take any governmental responsibility beyond what they may take within a fraternity group. The women students, on the other hand, maintain self-

government; and except in cases where they relinquish jurisdiction because both men and women students are concerned and they believe it most just if both pass through the same procedure, the women's judicial committee examines a case and recommends to the faculty committee what the students consider a proper penalty. In no case has the faculty committee finally differed from the student committee. From this I conclude that there would be no difficulty in the operation of student-faculty government so far as women students are concerned.

(*Report submitted for the University by F. Louise Nardin, Dean of Women, July, 1930.*)

d. *The Experimental College.* The Experimental College, which is a part, a separate school, within the College of Letters and Science, was established in 1927 for the purpose of discovering and developing improved arrangements for study and teaching in the freshman and sophomore years.

Anyone may enter the Experimental College who is accepted by the Registrar of the University as a regular member of the freshman class in the College of Letters and Science and who has secured from the Bursar of the University an annual lease of a room in Adams Hall, as the number of rooms in the Hall determines how many students can be received into the college.

The combination of residence and instruction, of living and learning, in the dormitory is an essential part of the Experimental College plan. The Fellows who have charge of the sections are, so far as possible, chosen from the unmarried members of the teaching staff: all members of the staff have their offices in the dormitory sections and spend the greater part of their working time there. All the teachers are members of the regular departments of the University. Within the college one finds the intimate life of the small group, the individual relations between teachers and pupils, the special methods of instruction, the unified course of study, the social activities of a community small enough to know all its own members. At the close of their course the students are rated as members of the junior class with full credit for two years of work.

The students in the college are eligible for the social and athletic activities of their classes and of the University organizations. These two different kinds of association—that with their own college and that with the University at large—form an important part of their social education.

The teaching arrangement, which is the "individual" rather than the "class" type idea, permits self-guidance and development of the student's powers of initiative, aided and directed by an adviser, who criticizes the student's achievement or failure of achievement. Each adviser assumes for a period of six weeks the guidance of twelve students. There are assignments and suggestions of reading to be done, and in connection with these the student writes papers, once a week or less often, as the material makes advisable. The whole class meets three or four times a week for discussion. Once a week the student and his adviser meet for conference—criticisms and suggestions may

range from corrections in spelling and punctuation to discussion of one's view of society or the universe. The College wants to be sure that a competent person is closely watching the student's mind and is giving it such assistance as will develop its own free activity.

The course of study rests upon the substitution of "human situations" or "civilizations" for the separate "subjects" on which the regular curriculum is based. In the first year Athenian Civilization in the fifth and fourth centuries B.C. is studied. In the second year contemporary American Civilization is the subject of study. Two new features of the teaching program are the Regional Study and the Study of Modern Science.

(Meiklejohn, Alexander. "The Experimental College." *Bulletin of the University of Wisconsin*, General Series No. 1284: March, 1928, 1-22. "The Experimental College, announcement for 1930-1931." *Bulletin of the University of Wisconsin*, General Series No. 1456: May 1930, 3-23. "The Pioneer Class of the Experimental College." *The First Year of the Experimental College: An Informative Résumé*. University of Wisconsin, Madison, June, 1928. 52 pp.)

Dr. Meiklejohn has recommended that the Experimental College be closed at the end of the 1931-1932 school year while a survey is made of the results attained and their application to the university as a whole. The faculty has endorsed this proposal.

("The Experimental College of the University of Wisconsin." *School and Society*, 33: February 21, 1931, 265.)

e. *The Wisconsin Alumni Research Foundation.* This foundation was organized three years ago by authority granted by the Regents of the University as a non-profit sharing educational enterprise. Its object is to foster and develop to a commercial stage and to grant licenses under the discoveries and inventions of such members of the staff, alumni, and friends of the University as may desire to turn over to the Foundation patents secured on their inventions.

It has long been the practice of educational institutions to encourage their staff members to take out patents for the benefit of the public on discoveries that have commercial possibilities, in order to prevent such discoveries from being exploited by commercial organizations. Such a procedure has, however, frequently worked out in a way which has resulted in the failure to develop the results successfully in a practical manner. More often than otherwise, it is necessary for a long tedious amount of work to be done before any patentable idea has been reduced to a concrete commercial possibility. The professor who may make the initial discovery is often unable to complete the commercial development of his idea. If the patent is not issued, no single commercial concern is in a position to put in the necessary money and time to develop an invention to the point of practical use, because anybody else can develop

the idea and nobody is protected. The outcome of this method has often resulted in a material lack of development rather than otherwise.

The principle on which the Alumni Research Foundation has been founded has been to retain the principle of public benefit by insuring that the royalties received from the granting of licenses to commercial concerns to operate its patents shall be set aside to promote the development of research in the University in the widest possible way. The Foundation, through the fact that it is organized on a basis to facilitate commercial development, is able to negotiate licenses under which practical use can be made of discoveries in a much more effective way than by the inventor himself.

In a number of universities, matters of this character have been attended to by a faculty committee or in some instances by a committee of the governing Board of Regents. Committee action in such business operations as this is apt to prove more or less cumbersome and ineffective.

The administrative device which has been developed at the University of Wisconsin is to secure the coöperation of a small group of public spirited alumni of the institution who are thoroughly familiar with business procedure. The Foundation has six Trustees at present, representing large business interests in New York, Chicago, and Madison. . . .

Since the organization of the Foundation over a half-dozen patents of various staff members have already been turned over for development. In several cases the perfection of the patent application has been done by the Foundation, thus relieving the staff member from such extraneous requirements in a field quite foreign to his regular scientific interests. . . .

This educational enterprise of thus utilizing for the benefit of the public through increased support of University research the results of discoveries of the several staff members of the University breaks comparatively new ground in the field of University endeavor. The University has already been the recipient of numerous requests from other educational institutions to learn more fully how this innovation is working out.

(“Wisconsin Alumni Research Foundation looking head.” *Wisconsin Alumni Magazine*, 31: June, 1930, 347, 383. Copy submitted by the University as part of its report.)

#### 14. Wabash College, Crawfordsville, Indiana

a. *Course in Contemporary Civilization.* President L. B. Hopkins believed that the Course in Contemporary Civilization was one of the two or three most significant matters which Wabash College had to contribute to the A.A.U.W. Study. He asked Professor T. G. Gronert to report regarding the course, which he did, as follows:

The general objectives of this course are stated in the accompanying description taken from the catalogue.

“The purpose of this course is to make a brief survey of the political, economic, scientific, and religious background of contemporary men, that

we may better comprehend the 'insistent problems of the present.' Such a study will involve a consideration of how men make a living, how they live together, and how they interpret their world. In addition to giving the student a better understanding of the world we live in, the course should afford a basis for a more intelligent selection of the field of concentration during the last two years in college. Four hours credit. Four meetings a week, both semesters. Required of all freshmen."

There will be some changes next year. More attention will be given to science and probably there will be a slight reduction in the history section. Generally speaking, however, we are fairly satisfied with the course as now organized, although we consider it one of the virtues of the course that it will be subject to alterations from time to time.

We select the teachers of the course on the basis of their broad interest in the work of the students and their general knowledge and include in the list teachers of science and of literature as well as teachers of social studies. We find this works well when the men are carefully selected and it has an added virtue in that it brings men of different departments together and gives them a chance to work on a common problem and coöperate toward a common end. The instructors meet together frequently and out of these meetings come suggestions for revision of the course, for new methods of approach, and for ways of testing the students' reaction to the course.

From the students' standpoint we find that this course arouses real interest and that they are getting a better opportunity to make a sound decision regarding their future work on the basis of their experience in this course. Interest in outside reading has been stimulated and a greater curiosity regarding the character of the curriculum has been aroused. The course has also resulted in the encouragement of personal contact between teacher and teacher, and teacher and student. . . . I am satisfied that the purpose as explained in the catalogue has been attained in a degree that has more than met our expectations. I would like to add that the course is conducted on the basis of three oral quizzes and one lecture per week. The sections meet in groups of twenty to thirty for oral quizzes and then meet as a body for lecture. The lectures are given by various members of the faculty depending upon the particular type of work covered for that week. With experience we have been able to correlate the lecture and the quiz more and more definitely, and we feel that the combination of these two methods has been effective.

(*Report of Professor T. G. Gronert, June, 1930.*)

b. *The Wabash Study Camp.* In the spring of 1930, Vice-President John G. Coulter conceived the idea of a study camp where groups of selected seniors would spend a week together away from the college, working on their theses and reading in their fields of concentration. To carry out this idea, arrangements were made to take care of such groups at a beautiful park about forty miles from Crawfordsville.

The experiment was inaugurated by selecting a group of high-scholarship men. These men were selected with regard to their fraternity and campus affiliations, so that such lines would be broken and the men would represent all organizations as nearly as possible. This cross-cut of college representation prevailed in all groups sent out this spring.

The men were quartered in comfortable cabins at Turkey Run and took their meals at the central cabin. The cost of the entire week, including board and room, was five dollars, the cost being borne by the students. In the mornings the students read and worked on their theses for approximately four hours, outdoors when weather permitted or in the main room of the lodge during inclement weather. After lunch some continued their study but as a rule the entire afternoon was given over to recreation. Much was learned of botany and geology on the hikes through the Park with Dr. Coulter, a botanist and geologist. After dinner the evenings were spent in front of a great wood fire in the main room where discussions were held upon many subjects—college affairs, education, business, international relations. . . .

After classes were over for the day, many of the professors, in groups of two or three, drove down to the camp and had dinner with the boys, afterwards entering into their discussions.

We feel that our experiment was very successful, as the students came to know one another in a way which had never been possible under normal conditions, although they had been classmates for four years. Every man who made the trip came back very enthusiastic, feeling that much had been accomplished. . . . The faculty members who visited the camp also felt that much was gained in every respect. We feel so sure of the value of this experiment that next year the intent is to start earlier in the spring, so that every member of the senior class may have this opportunity. It has been suggested that the privilege be extended to certain juniors, but as yet there has been no decision in this regard.

(*Report submitted by F. R. Henshaw, Jr., Alumni Secretary at Wabash College, at the request of President L. B. Hopkins, June, 1930.*)

### 15. Wittenberg College, Springfield, Ohio

a. *Experiment in Handling of Certain Classes.* President R. E. Tulloss believed that the most interesting feature of the work at Wittenberg College was an experiment in the handling of certain classes. He forwarded the following report by the director of the experiment:

As progressive education came to shift chief emphasis from facts and skills to traits and outlook, we examined our conventional procedure to determine what were the unsuspected concomitant learnings. The results were not at all reassuring. Independence, initiative, self-confidence, and similar traits were not sufficiently marked among the by-products. Some students we found to be conditioned [habituated] to

passive acceptance, dependence upon minute direction, and lacking generally in educational zest. . . .

Our first procedure was to substitute for the conventional spread of grades (A to F) a spread in time; i.e., each student must apply himself irrespective of time consumed, until he has mastered the factual and skill phases. Thus, we hoped that graduation might be attained in from three to five years. We also hoped to avoid the accumulated ignorance that comes from passing a student with a C grade, which means that he sees through a glass but darkly and that he is accumulating ignorance at the rate of 20 percent a semester, a fatal procedure in cumulative subjects such as mathematics.

Next, we took a conventional course of three hours and analyzed it into its major components, which we called "units." Such a course would have perhaps five units, the basic three of which might be required. Each unit was divided within itself into a constant consisting of information or skill to be mastered by all, and a differential which involved original work based on the knowledge or skill in the constant. The constant usually involved two-thirds of the unit and the differential one-third, the entire unit yielding one semester hour of credit. . . .

We found that such a procedure could not possibly be undertaken in the conventional classroom; hence we removed the classroom chairs and began to develop subject-matter laboratories with tables, chairs, bookcases, reading tables, bulletin boards, etc. We found this to be insufficient; hence we began developing a subject-matter library with many duplicate copies of important current works. We did not tap our general library funds for this purpose. We found our students, without exception, ready to pool a dollar and a half or two dollars and to surrender title to this fund. . . .

Instead of recitations we have laboratory periods two hours in length. The period is quite informal. The teacher may lecture twenty minutes, discuss with a small group a problem of common interest, confer with an individual relative to his differential, etc. He offers conference and discussion opportunities to those who may wish further clarification of some reading. . . .

It is very difficult to evaluate our first year's results. The students claim that certain of the courses have yielded valuable by-products, but we have no objective measures for testing the amounts of initiative, self-reliance, etc., developed. We believe, however, that they are there. As to subject-matter mastery, we are quite sure that we have secured an improved situation. Never before have any of us concerned secured the mastery results that we now attain in this organization. On the debit side, I may mention several items. We know that this set-up is no panacea. It makes possible superior teaching but does not guarantee it. Any instructor who misses the spirit of the plan can prostitute it in many ways. . . .

(Report of Professor F. H. McNutt, director of the experiment, December, 1930.)

## IV. SOUTHEAST CENTRAL SECTION

## 1. Berea College, Berea, Kentucky

a. *Break between Junior and Senior College Work.* An effort has been made at Berea to increase the distinction between the junior and senior college work.

Those students falling in the lowest fifth of the sophomore class are notified that they will be dropped at the end of the year. If they choose to make application to the faculty to be reinstated, their cases are brought before the Scholarship Committee for consideration. We have done this for two years, and believe that it has helped both faculty and students to an appreciation of the more scholarly work to be demanded of students in the last two years of their college course.

(*Statement submitted by the Registrar and by Miss May B. Smith of the English Department, December, 1930.*)

At the end of the first semester, the standings of the present sophomore class are worked out and students ranked accordingly. Each student who falls within the lowest fifth is called in to the Registrar's Office for an interview. The situation is explained, and he is given a chance to state why he feels that he could go on to do senior-college work. Note is made of any factors which might weigh with the Scholarship Committee. If the student has a high intelligence-test score and there seem to be factors, such as ill health or overwork, that may have caused the low grade, these are, of course, taken into account. The student is given a slip to take with him and fill out at his leisure if he wishes to make application to be retained as a junior. On this slip he is asked to state his reasons for the request. Additional data are added by faculty advisers, individual instructors, and the Dean.

For the last two years, the result has been that not many students out of this group have been actually dropped, although each year there are a few. The greater number are given definite advice about their schedules for the next semester. Some are required to drop some of their outside labor, and some to take fewer hours of class work. Most of them are warned that unless they measure up to a certain definite scholarship average in the first semester of their junior year they will be dropped. A good many of the students seem to be helped by this method to realize that more is being demanded of them and that unless they can show ability they will not be retained or allowed to graduate. We believe the method is helping the faculty also to demand more of the students in the senior college. I believe that if we continue this plan and study the results carefully, we shall be able to arrive at some conclusions that will help the Committee to know more definitely what proportion of those in the lowest fifth of the class have any chance of really doing senior college work. If we can arrive at some such conclusions, we shall be able to take more definite action in some of the doubtful cases.

(*Statement submitted by the Registrar, Adelaide Gundlach, February, 1931.*)

b. *Plan for Coöperation of the Library in Alumni Education.* In common with other institutions Berea is seeking methods of contributing to the intellectual life of the graduate after he leaves the campus.

At present the alumni officers, in coöperation with the college administration, are attempting to give definite form to two projects in alumni education. The first of these is what may be called an 'alumni education week,' and is to be held the week following commencement next June. This project will be similar to that tried in other colleges and termed the "Alumni College." . . . The second project in alumni education which we are trying to work out is a definite and serviceable relationship between our library and the alumni. We feel that this is of very great importance, since so many of our graduates are serving in isolated regions where they do not have access to libraries.

(*Statement submitted by the Registrar and by Miss May B. Smith of the English Department, December, 1930.*)

If the new movement succeeds, as it apparently will, with the proper initiative back of it, it means that the service stations of the new movement must be the public, the college, and university libraries. . . .

Viewing the situation at the present moment, our problem is first to create the desire for books and, secondly, actually to loan books from our own library. This, of course, means adding new duties to our library staff and an increased expenditure for books.

We hope that the Alumni College this June will be our first step in creating the desire for reading. Not only do we expect the desire to be created, but we also expect that each lecturer will supply to those in attendance a reading list on the subject which he has treated.

The next step is to reach the general body of our Alumni and former students who will not attend these lectures. Again, the first step is probably a reading list. Rather than circulating a somewhat stereotyped list, it is doubtless wise to make up our own, for the reason that added weight would be given the selection [of the list] by one of our own professors.

The summary of the library's share in our alumni education movement would seem to include the following:

(1) The preparation of book lists; (2) possibly the organization of the Alumni traveling libraries; (3) the actual loan of books to individuals; (4) perhaps furnishing a summary of book resources available to alumni in their respective communities; and (5) information or reference service to alumni from material in our own library.

It is my belief that, as the service develops, it will take on more of a personal nature than any wholesale dissemination of knowledge. We would of course be happy in meeting the specific needs and problems of individual alumni in this way.

(*Statement submitted by Charles Morgan, Alumni Secretary, February, 1931.*)

## 2. Centre College, Danville, Kentucky

a. *Coördinate Education.* "The one distinctive thing about Centre College," writes President Charles J. Turck, "is our system of co-ordinate education, rather than coeducation. This system is working well with us from the educational, financial, and social points of view, and I think other educators will be interested in that fact."

## 3. University of Chattanooga, Chattanooga, Tennessee

a. *Experiment in Admission Practice.* The University of Chattanooga reports an interesting experiment during the scholastic year 1929-30 with thirty students who graduated in the upper third of their high-school class, but had no language to offer for entrance.

Up until this year the University of Chattanooga required two years of foreign language for entrance to the college. If a student graduated in the upper half of his class without, however, passing two years of foreign language, he was admitted conditionally, and of course this deficiency had to be made up in college without college credit.

The wide variation in grades and the great difference in scholastic standards in high schools were found to result in debarring a rather capable student and admitting one who was incompetent in many cases.

Beginning in September, therefore, we allowed any student who possessed no foreign-language units and who stood in the lower half of his graduating class in high school to take a series of tests—English, intelligence, and language aptitude. If his tests indicated a reasonable chance of his doing college work, he was admitted. As you will note, we are still admitting students without language requirements when these students stood in the upper half of their high-school classes. Such students take the same placement examinations, but only for completion of our records and not to determine whether or not they may be admitted to the University.

The plan has not been in operation long enough to give any worthwhile statistics. . . . At present we feel that the results seem to indicate that students who enter without foreign language have much less chance of succeeding in college and that the fact that they happen to stand in the upper half of their high-school class is scarcely indicative that they can do successful work. Our tendency, therefore, will probably be to pay no attention to the relative standing in high school but to select students deficient in language only on the basis of their aptitude tests at entrance. (*Letter of President Alexander Guerry, January, 1931.*)

## 4. Vanderbilt University, Nashville, Tennessee

a. *Experiment in Selective Admission.* A modification in practice has been made recently at Vanderbilt University in the field of selective admission.

Our faculty made a temporary provision whereby students graduating in the top fourth of the class in a school of satisfactory standing might substitute this rating for a certain amount of required work, as for instance, the third and fourth units of foreign language or a half unit of mathematics. The experience of the first year was very unsatisfactory. Only one of the seven students so accepted did satisfactory work. The fact is that practically all students who apply for admission to Vanderbilt will graduate in the top fourth if they come from a public high school of small size, and the recommendations that accompany them usually refer to the family rather than to the individual. This year we have had excellent results. The experiment has one more year to run, when the faculty will decide as to whether or not it should be made a part of the permanent provision relative to admission.

(*Statement submitted by Dean F. C. Paschal, Dean of the College of Arts and Sciences, May, 1930.*)

## V. NORTHWEST CENTRAL SECTION

### 1. Carleton College, Northfield, Minnesota

a. *Counseling.* The following report describes certain aspects of student guidance at Carleton.

The College takes the matter of Freshman Week very seriously, though we have shortened the number of days given over to the induction of freshmen, in the interest of greater efficiency. The program now requires only three days, including intelligence tests and English placement examinations; talks by the president, deans, and several faculty members upon the aims of college education and college life in general. The most important part of the work, however, is the careful selection of some twenty-five of the most mature and experienced faculty members as Freshman Advisers. Into their hands is put, several days before the freshman class arrives, a folder for each of their advisees containing full information with regard to the student's high-school work, characteristics of the student, information from the superintendent, teachers, and friends, and a letter written by the student. Definite appointments of one-half hour each are made for each individual student with his or her adviser. This affords an opportunity, not for mere perfunctory advice, but for a serious conference of greatest value for the student's future welfare and is most helpful to him or her in the selection of studies.

In addition to the advisers of our freshmen—who continue as their mentors until such a time as their major subject is chosen, when one of the members of the faculty of that particular department becomes their adviser for the rest of their college course—the Dean of the College and the Dean of Women undertake to keep in close contact with the entire student body, especially with those who are most in need of advice. The Dean of the College had in the first semester alone, and with men students

only, 1500 conferences. We hold this matter of close contact between deans, advisers, and faculty members as one of the most important contributions that Carleton can make to the cause of liberal-arts education.

(*Report of Dean Lindsey Blayney*, May, 1930.)

b. *Vocational Guidance.* Carleton College has recently organized conferences for vocational guidance.

A series of round-table conferences on vocations was organized here for April first. Sixteen round-table conferences were conducted by Carleton graduates or others who had been markedly successful in their own profession or calling. The students were excused from other class exercises on that day. All problems involving the preparation for a particular profession and the difficulties to be expected in the early years of entering upon a given calling were discussed fully, with opportunity for questions on the part of the students. The day was most successful from every point of view, and the students were enthusiastic as to the advantages to be derived from it. We feel that this will be made an annual feature of our work.

(*Report of Dean Lindsey Blayney*, May, 1930.)

c. *Segregation of Freshmen.* Another recent innovation at Carleton College has been the segregation of freshman men students in their own dormitory, under a "resident head," who is one of the athletic coaches with faculty status.

Paid student proctors from the upper classes are appointed to each floor and are under the direction of the resident head. No upper classmen are permitted to enter the freshman dormitory without special permission. While this latter regulation caused a great deal of criticism in the beginning, on the ground that it deprived the freshmen of contacts with upper classmen who might be constructive influences, yet the Administration has felt that the wisdom of this plan has been amply proved. In the first place the upper classmen, whose influence might really be helpful to the young freshmen, are ordinarily so busy with their own work and studies that they would have little time to give to these younger men, while those whose influence might be bad have ample free time to have a disastrous effect upon the freshmen by too close contacts. At all events, the freshmen will have sufficient opportunity during the succeeding three years to make all needed contacts with older students. It has been found that this policy has given the freshmen uninterrupted opportunities for study and caused a healthful class feeling which has been a very constructive influence upon the campus.

(*Report of Dean Lindsey Blayney*, May, 1930.)

d. *Department of Biography.* A new "Department of Biography" has been organized at Carleton College.

This course was founded originally at Carleton by Professor A. W. Vernon in 1920. Since 1925 Dr. Vernon has been Professor of Biography at Dartmouth College, the only other institution in the country having this course, so far as we are aware. The purpose of the department from the first has been to foster the study of "great men" in a free and humanistic manner. The department is a section of the Division of Philosophy, Religion, and Education. The courses announced for the coming year are as follows: (1) Great Moralists, (2) Representative Americans, (3) Representative Personalities of the Middle Ages, (4) English Men of Letters of the Nineteenth Century. Both at Dartmouth and at Carleton, the courses in this department have proved a success.

(Report of Dean Lindsey Blayney, May, 1930.)

## 2. Cornell College, Mt. Vernon, Iowa

a. *Experiment in Admitting Qualified Students upon Completion of their Third Year in the High School.* An experiment, approved by the North Central Association, looks forward to the possible admission to Cornell College of certain qualified students who have completed their junior year in the high school, and whose achievement, determined as objectively as possible, shows intellectual and social fitness for college work and life. This experiment is under the direction of Mr. McConnell, of the Education Department, whose plan is outlined next.

(1) *Selection:* High-school students who may be expected to qualify for membership in the experimental group will be located by representatives of the college, interested superintendents, and alumni. Such guides as rank in their class will indicate possible candidates. The objective testing program for selection of students qualified to join the experimental group will be composed of the following instruments, all well-known and standardized:

- a. Iowa High-School Content Examination, Form B-1
- b. Iowa Placement Examination, English-Training, New Series, Form X
- c. Iowa Placement Examination, Mathematics-Aptitude, New Series, Form X
- d. The American Psychological Examination (American Council on Education)
- e. Iowa Silent Reading Tests, Form A
- f. Thurstone Personality Schedule

For an analysis of physical and social maturity of the candidates, we expect to depend frankly upon the judgment of teachers and other competent persons in close association with them.

(2) *Registration:* When an experimental group of twenty or twenty-five people has been selected and has arrived on the campus, September, 1931, special attention will be given to their registration. The courses for which they will be registered should be based upon:

- a. A careful analysis of gaps in their understanding of general education on the secondary-school level as revealed in the testing program
- b. An analysis of aptitudes revealed in placement examinations
- c. An analysis of individual interests and purposes

(3) *Guidance:* The Dean of Women will personally act as adviser to the women students. . . . Faculty men living in men's dormitories will act as the personal advisers of the men in the experimental group. In the matter of guidance, as in other details of the project, the entire program will be supervised by the head of the Department of Education.

The grades of the experimental group will be compared with those of a control group. It is hoped that freshman examinations will be sufficiently objective to rank students in order of achievement. Experimental students can then be compared in rank with regular freshmen. Careful case studies of adjustments will be made.

Recent movements in education have brought into question the whole problem of the relation of secondary and higher education as it is now conventionally organized. Without waiting for final reorganization involving the two levels of education, it seems feasible to permit highly qualified students to move ahead. The acceleration of these experimental secondary-school students will undoubtedly stimulate the faculty of Cornell College to open the way and invent devices for exceptional students in the college to shorten their liberal-arts career materially.

(Report submitted by T. R. McConnell, February, 1931.)

b. *Orientation Courses.* A Social Science Orientation course was offered at Cornell College in 1929-30. A Natural Science Orientation course was added in 1930-31. A Fine Arts Orientation course is under consideration and will probably be offered in 1931-32. At present these courses are elective, and enrollment is limited in number. They may be made required courses after a longer period of experimentation. A Vocational-Survey course is required. A description follows:

Social Sciences Orientation. Throughout the year. 4 hours. The purpose of this course is to assist the student in locating himself in a world of men and social movements as well as to give him a world picture of society for integration purposes. The historical approach will be correlated with the problem method. There will be lectures, tests, and assigned readings. Open to freshmen. Limited to 100.

Natural Sciences Orientation. Throughout the year. 4 hours. It is the purpose of this course, by a broad survey of our knowledge of the natural, physical, and biological world, to acquaint the student in a fundamental way with the universe in which we live; an attempt to assist him to form well-defined concepts of the natural environment and to accept his own proper relation thereto. Open to freshmen. Limited to 50.

Vocational Survey. First half-year. 1 hour. A survey of the occu-

pational world in relation to the college-trained worker; the various occupations, their importance to society, the tasks involved, the economic conditions of employment; the education and training required, personal qualifications, advantages and disadvantages; special emphasis given to proper motivation. Required of sophomores and second-year students.

("Catalog number, courses for 1930-31." *Cornell College Bulletin*, 31: March 30, 1930, 54, 66.)

### 3. Doane College, Crete, Nebraska

a. *Orientation Courses.* The freshmen are given one hour [weekly] of orientation during the first semester under the head of the department of education and psychology, who conducts all sessions of the class and himself presents such subjects as "The Importance of Study and Its Objective," "The Five Steps of Adjustment and Equipment," "How to Study," "How Do You Think?" etc. The heads of the various departments in the curriculum take one hour each in lecturing. Notes are taken and the instructor in charge has recitations or tests on them later. There follow a few samples of these subjects:

"The Curriculum and Its Meaning"; "Mathematics and Its Place in Life"; "English and Everyday Life"; "Biology and the World We Live In"; "Chemistry and Its Relation to the Sciences"; "Foreign Language and Its Importance"; "Religion and Moral Education"; "Extra-Curricular Activities and Education."

These lectures introduce the freshmen to the various departments and probably have some influence in calling their attention to the majors that may be selected in the sophomore year.

The following orientation courses are required in the succeeding years:

Sophomore year: Personal Finance, 2 hours, 1 semester

Junior year: Art Appreciation, 3 hours, 1 semester

Senior year: Man and His World, 2 hours, 1 semester

(*Report of President Edwin B. Dean, October, 1930.*)

b. *Marking System; Early Reports in General Terms.* The first report from the instructors is now made at the end of the fourth week in order to get an earlier check-up, especially for the freshmen. This, coupled with a plan of closer supervision, is reported to be getting better results from these students. Under the supervision of the Women's and Men's Councils all freshmen are required to be in their rooms for study every school-day evening until the first scholastic report. After that the requirement applies to those whose marks are too low.

The grading within the semester is given in general rather than in exact terms. There are two reasons for this: first to get the student's attention off the specific grade and upon the mastery of the subject; off "getting by" and upon "getting ahead" and doing satisfactory work. Incidentally, it protects the teacher against the student's false conclusion that the final grade is merely an average of the grades reported during the semester, plus final examination.

In checking these general terms in the report it is not considered necessary to set up an absolute standard for "satisfactory" or for "not satisfactory, but passing." An "A" student doing "C" work might be as unsatisfactory as a "D" student doing "D" work. Each one is held measurably up to his own ability. As applied, the terms used are (1) Satisfactory, (2) Not Satisfactory, but Passing, and (3) Not Passing. The usual grades, A, B, C, etc., are given at the completion of the work.

(*Report of President Edwin B. Dean, October, 1930.*)

#### 4. Grinnell College, Grinnell, Iowa

a. *The Grinnell Program—Housing; Curriculum Based on Survey and Orientation Courses.* In 1914 Grinnell College began the construction of two groups of residence houses—one for women and one for men. Each group is composed of relatively small houses, fifty maximum in each, united by a cloister, leading to a central house, or community center. The community center for the women was finished in 1915.

The house plan has demonstrated its significance and value as a distinct and fruitful educational element in college life, epitomizing practically the life that all must live as citizens in the larger world. . . .

Our problem now is to project the unitary principle expressed in the Grinnell housing plan into the make-up of a curriculum which will preserve and enlarge that principle, and give conclusive answer to the criticisms that the modern college has failed in its great task of giving enrichment and preparation for life in our world. . . .

We have in view three things: first, a broad background to insure range and perspective; then thorough training in a selected field; then discussion and the encouragement of initiative to give knowledge power and to make scholarship dynamic.

To attain these ends we propose to expand our "orientation" course (which has been for six years an experiment) into broad survey courses in history, science, and literature. . . . Our various tests have led to the formulation of the plan now approved and adopted by the Grinnell faculty. . . .

The technique of these courses will include (1) a minimum of orienting lectures to entire classes; (2) discussion and conference in small groups; (3) these discussions to be based on the reading of the best

available literature; (4) books to be furnished in sufficient numbers to facilitate rapid reading; (5) rooms to be set apart for this particular purpose where each student will have his own desk space as in his laboratory work; (6) the whole plan to be organized and directed by a competent tutorial staff.

The student's intelligence in reading and in digesting what he reads will be tested not only in the group discussions but also in the final examination for each course.

Following is an outline of the plan: In the freshman years the required work in orientation (3 hours through the year) will be devoted to "The Physical Universe"; parallel with this there will be a three-hour course on "The Making of Modern Civilization." In addition to the two orientation subjects there will be 3 hours of English; 3 hours in foreign language; 3 hours in mathematics, or 4 hours in laboratory science.

The orienting courses in the sophomore year will be "Problems of Citizenship," 2 hours; "Studies of Great Books," 3 hours. Ample opportunity will be given in the sophomore year for free election.

In the junior year the orienting courses will be 3 hours in "World Relations," and a 1-hour course in "Art Appreciation." The 12 hours remaining are to be given to concentration work in major subjects selected on the basis of interest shown in the two lower years.

In the senior year the orienting course will be 3 hours in "The Problems of Philosophy and Religion." The 12 hours remaining will be concentration on the subjects already well started by the work of the junior year.

(*Paragraphs from President Main's Report, 1928-1929.* Grinnell College, Iowa. 16 pp. Submitted by the College as part of its report, April, 1930.)

##### 5. Macalester College, St. Paul, Minnesota

a. *An Experimental Course: Modern World Culture.* "Modern World Culture" is a year course, offered to all freshmen who elect history. It is given jointly by the departments of history and English, and yields three credits in each department, thereby fulfilling the requirement in Freshman English and serving as an elective in history. Seventy students are now enrolled, somewhat less than half of the freshman class.

The keynote is integration, in both materials and methods. History, a social science, is correlated with English, a social art, thus aiming at a balance of three educational objectives—factual knowledge, skill in interpretation, and power of socialized expression. History supplies the method of investigation, English the method of expression; both supply materials. The chief aim of the course is to help the student realize his place in modern life. . . .

The most obvious advantage of correlation is that duplication of effort is avoided. Moreover, since the time spent is twice that of a

normal course, the chief danger of orientation programs is minimized—sketchiness. . . .

Our present weekly routine includes two lectures, a writing laboratory, a two-hour student-conducted conference, and an objective quiz. . . . In the writing laboratory (which follows the usual custom of requiring two hours of attendance for one hour of credit) the students co-operate in discovering inductively, though under careful supervision, the best devices of organization and style for historical and literary description, interpretation, and criticism. Writing is done in groups of approximately twenty-five, with an English instructor and a senior assistant present to help in need. Each laboratory begins with reading and criticism of the previous week's themes. In the two-hour conference, organized in groups of ten, opportunity is allowed for free individual expression in social environment. . . . In order to develop student initiative three members of the group are assigned critical tasks. One reads the main paper before the conference and prepares a written review of it, which is presented immediately after the paper. Two others are assigned the task of criticizing class procedure from the standpoints of history and English, respectively. . . . The instructor listens until everyone has had his say, and then comments on the symposium. . . .

In the objective quiz. . . . three kinds of information are sought: (1) facts gleaned from past lectures and conferences, (2) facts gleaned from general reading in preparation for the coming week, (3) vocabulary and allusions. Thus in less than an hour. . . . factual materials are dealt with, allowing the maximum of time to be spent in developing points of view and power to deal with facts. In other words, we are interested in facts only for what they can do. This we believe to be a correct educational emphasis and for that reason the most effective apology for our experiment. . . .

A student-centered course on a social basis requires recognition of difference in ability, for the conferences must be homogeneous. Accordingly we have selected the personnel of our conferences with great care. Four devices are used: the Minnesota College Aptitude Tests, the Ingis Test of English Vocabulary, high-school achievement, and personal observation during the first three weeks of the year. Our writing laboratories have also been formed on the basis of ability. . . .

As yet our experiment has not been in operation long enough to predict results or draw conclusions as to its value. . . . But though we have not yet finished the first conference level of our first year, our plan has been in consideration for several years, and features of it have been tried successfully. . . . For these reasons the present experiment may be considered a stage in the development of a technique. . . . We have discovered so many points at which English and history touch that we hope eventually to extend our program of correlation into the upper classes. Our most immediate project, which will probably be in operation next semester, certainly next year, is a course in "Historical Personalities

in their Literary Setting," an honors course offered to seniors in the departments of English, history, and psychology. This would be exclusively a conference class. In other courses where integration is possible, such as English History and Survey of English Literature, American History and American Literature, the five-fold method of reading, lecture, conference, writing, and quiz would be used. By modifying the lecture we hope to cut down the amount of general reading, so that more attention may be given to special reading in preparation for conference reports. Accordingly we are preparing to expand our lectures in the Modern World Culture course into complete discussions of background and to use them in mimeographed form as general readings, using the lecture hour for discussion, clarification, and addenda. Thus the conference will receive more and more emphasis as we perfect our materials. . . .

(*Report prepared by F. Earl Ward, Associate Professor of English, submitted November, 1930.*)

#### 6. University of Minnesota, Minneapolis, Minnesota

a. *Preentrance Advising.* The following quotations from an article by Dean Johnston present features of contacts with prospective freshmen.

When a student applies for admission he fills out a blank—not an elaborate one—which calls for information regarding the education and occupation of parents and of older brothers and sisters, about the high-school studies which he liked and those which he disliked, about his activities, and his experience in gainful occupations during his high-school course, about his reading, his financial situation, and the vocation or profession which he expects to enter. He must also write an essay of about three hundred words. On the same blank the principal or an adviser is asked to comment on those personal and scholastic qualities in which the particular student differs markedly from his fellows. When this admission blank is received, the principal's estimate and all other information contained in it are taken into account in order to give a more accurate interpretation of the student's aptitude rating. . . .

All the information just listed may be in the hands of the dean of the college before the end of May. The aptitude tests are given in the high schools all over the state in February and March. The high schools at that time report the scholastic ranks of their students. The tests are scored at the university, and the college-aptitude ranks calculated and reported to the high schools by the first of April. . . .

As soon as the student's admission blank is received, he is sent a letter of advice which tells him his college-aptitude rating and advises him regarding all the main features of his program of study. A small pamphlet entitled "Who Should Go to College?" is distributed to the high schools and is sent to each applicant for admission along with the letter of advice just mentioned. In addition to the general information

and advice contained in the pamphlet, the letter undertakes to place the student in a certain classification and to give him instructions for his choice of studies.

For this purpose the studies of the freshman year are grouped as follows: general-information, or survey, courses; tool courses; and more technical courses intended to give introductory or preparatory training for the work of a given department. . . .

The purposes of this pre-admission advising are to help capable students to make wise election of studies, to assign certain individuals to particular studies which are adapted to their needs, and to lead the less capable students to consider carefully whether they should enter college. . . . In the fall of 1928, when such advice was first given definitely but less positively than here indicated, 560 applicants were judged unable to carry college work. Of these 313 registered; 284 stayed long enough to make a mid-quarter scholarship record; 98 withdrew before the second quarter, 165 before the third quarter; and 15 made satisfactory records for the freshman year.

(Johnston, J. B. "Advising college students." *Journal of Higher Education*, 1: June, 1930, 316-319. Reprint forwarded from the University of Minnesota.)

b. *Differential Curricula.* From the same source are derived these quotations concerning curricula.

Three levels of ability are recognized in classifying students, and any individual who presents outstanding peculiarities is given individual treatment. The upper half of the class—that is, those entering freshmen whose college-aptitude ratings are above fifty—are admitted without any conditions or provisions, and they are permitted to register for any curriculum offered in the College of Science, Literature, and the Arts. Individuals may be advised or required to take the course in "How to Study," and all are classified in English on the basis of English training tests and their college-aptitude ratings.

The second group includes roughly those whose college-aptitude ratings are between twenty-six and fifty. These students are classified in English and are advised to select studies that will have immediate value to them if they remain in college only a short time and to postpone laboratory courses and languages. If a student has taken two years of a foreign language and likes it, he is advised to continue that language. Students who follow this advice may be excused from taking required courses.

What is only advice for the second group becomes positive direction for the third group. This group comprises all those whose college-aptitude rating is not above twenty-five, together with occasional individuals in the range of the second group who, because of their low high-school record, or of adverse comments by the principal, are assigned to this least promising group. Of the group thus constituted, about one in a hundred

may do satisfactory work. To these persons the tool courses and technical studies are wholly denied; they are enrolled as non-candidates for a degree and are excused from taking courses which are required in the degree curricula. In view of the low probability of these students doing satisfactory work, they are put on probation from the first.

The classification of students and all the directions for registration and the ratings in college aptitude, on which these actions are based, are kept confidentially in the hands of administrative officers. No teacher is allowed to know the ratings of his students. Any student of the second or third group who secures the required scholastic standing—an average of C in all work carried—during two quarters is permitted to become a candidate for a degree and take the required courses.

The classification in English previously referred to . . . [presents five possibilities]: exemption, the regular course consisting of composition and literature, the composition course alone, a sub-freshman course in essentials, and postponement. The assumption upon which a student is directed to postpone a given course, whether English, foreign languages, or laboratory work, is that his abilities will probably enable him to remain in college only one or two terms and that the given course is likely to be of little value to him in the ordinary occupations which will be open to him when he leaves college. The duty of the college, as long as students of this type are enrolled in it, is to see that they are offered some training that will help them to be more efficient workers and more intelligent citizens.

(Johnston, J. B. "Advising college students." *Journal of Higher Education*, 1: June, 1930, 317-318. Reprint forwarded from the University of Minnesota.)

## VI. SOUTHWEST CENTRAL SECTION

### 1. Oklahoma College for Women, Chickasha, Oklahoma a. *Euthenics Course and B.S. Degree in the Social Sciences.*

The course in "Euthenics" (six hours credit), required of all freshmen at Oklahoma College for Women, is . . . a noteworthy effort to bring together materials adapted to student needs, regardless of departmental divisions. Problems of food, clothing, shelter, philosophy of social institutions, and appreciation of music and art are considered as inter-related matters which vitally concern all women entering upon a college career. The course is reported as functioning successfully in that it seems to be meeting many student needs.

The offering of a B.S. degree in Social Sciences (beginning 1928) in this institution seems to be a further effort in the same direction; namely, to bring about that arrangement of the materials of education which most effectively facilitates the adjustment of the individual to modern life.

(*Report of the Regional Chairman of the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.* See also "Catalog

number, 1930-1931." *Bulletin of the Oklahoma College for Women*, 21: June 1, 1930, 56.)

"Two years ago," writes Dean Julia Lee Hawkins, "a committee decided that there was a need for a Social Science degree. We worked out a course of study as described on page forty [of the catalog]. The degree has not been popular or attractive and it seems lacking in some manner which will probably come to light in time."

## 2. Park College, Parkville, Missouri

a. *Honors Courses.* Park College, under certain conditions, frees the student for independent work in his junior and senior years.

The features which I shall describe in this report are not distinctive in the sense that they have been tried for the first time. Whatever interest there may be will lie in the way they have been adapted to meet the needs of the small college. . . .

Honors courses as they are organized in Park College are quite adequately described in an article by Dean W. F. Sanders appearing in *School and Society*, October 13, 1928. . . . It remains only to emphasize the results of this experiment which have become more apparent in the last two years.

Beyond question, honors courses have stimulated scholarship, not only of those permitted to take these courses, but also of the student body as a whole. Students say that it is the fashion at Park College to be a good student. Instructors who come to Park College from other schools comment on this fact. It is quite likely that honors work more than any other single measure has served to bring about this very desirable situation.

The custom of having outside examiners conduct the oral examination of each candidate is perhaps a distinctive feature of honors courses in a small college. As is pointed out in the article by Dean Sanders, the oral examinations conducted by visiting professors (usually from the University of Kansas or the University of Missouri) are attended by students and faculty and prove to be a stimulating experience for all who are present.

In recent years there has been a perceptible increase in the number of Park College graduates who enter graduate or professional schools. It is likely that honors courses have been an influence in this direction. Of the ten honors students of the class of 1928, nine entered graduate school. Of the seven in 1929, four entered graduate school and one entered a professional school. Of the nine in 1930, five entered graduate school. Many of these students were recipients of scholarships or assistantships which will enable them to go on without interruption to the doctorate degree.

(Report prepared for Park College by Mary R. Harrison, Professor of Education, November, 1930.)

b. *Measures for the Improvement of Instruction.* For some ten years past Dean Sanders has been working to raise the standard of work at Park College. Conspicuous has been his effort to encourage and stimulate the teaching staff to take a broader and more intelligent interest in current educational problems,<sup>2</sup> through faculty meetings devoted to the study of definite problems, by informal reports of what other institutions are doing, and other similar means.

Two features of this general plan deserve mention. The first is the maintenance of a faculty reserve shelf in the college library for books on higher education. This collection is kept up-to-date and is used and discussed by members of the teaching staff.

The second and more important item is the *Faculty News Letter* which is sent out at regular intervals from the dean's office. Besides news of interest to the faculty, the letter includes worth-while discussions of problems in higher education which have bearing on the local situation. This bulletin has been the means of arousing general interest in teaching problems. . . .

The appointment of a standing faculty committee to study the quality of instruction was logically the next step in the general plan for the improvement of the educational program of Park College. This Committee on the Improvement of Instruction began work in December, 1927, and made its first formal report to the faculty and administration in May, 1929. A brief account of this enterprise is given in an article in *Education* for May, 1930.<sup>3</sup>

This article does not adequately describe the very excellent contribution to this study which was made by a student committee. While the student evaluation of instruction in Park College was not as extensive or as well organized as similar enterprises in larger schools, it is possible that the closer contacts of a small college served to make the experiment more successful than it would have been in a different situation. At any rate it is probable that in the long run the criticism of instruction given by the student committee has been more fruitful than any other phase of the committee's activity, unless it be the individual attention and supervision the dean was able to give to each instructor.

(*Report prepared for Park College by Mary R. Harrison, Professor of Education, November, 1930.*)

### 3. Southern Methodist University, Dallas, Texas

a. *Mental Hygiene Service.* Just what can be done effectively for the mental health of college students is a problem that has interested many.

<sup>2</sup> Sanders, W. F. "Supervision of instruction in higher education." *School and Society*, 28: August 11, 1928, 163-166.

<sup>3</sup> Harrison, Mary R. "A program for the improvement of instruction is initiated at Park College." *Education*, May, 1930, 550-554.

The mental hygiene service at Southern Methodist University, as reported by Dr. Yarborough, and at Washburn College, under the direction of Dr. Menninger, are for this section very progressive features. . . . The report of Dr. Yarborough indicates an effective program well adapted to student needs. Dr. Yarborough's practice of directing the work of the student advisers appears to be a very desirable procedure.

(*Report of the Regional Chairman of the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.*)

The mental hygiene service of Southern Methodist University was inaugurated in 1928. Its purposes are to stimulate a mental hygiene program throughout the entire student body and to conduct individual conferences with students, assisting them in working out their various personal problems.

In its diagnostic procedure the director has access to the files and records of the university physician for women, the university physician for men, the psychological tests through the department of psychology, and other records, for making complete studies of the student's problems as far as campus relations are concerned. The director, who is also professor of sociology, has techniques for securing family histories, giving insight into social backgrounds.

During the session of 1928-29, one hundred and ninety-seven students came into contact with this service. During 1929-30 a process of selection of cases resulted in one hundred and sixty-eight cases being seen in the office. These cases included minor behavior problems, warped attitudes, emotional displacements, maladjustment in family, personal conflicts, preparation for marriage, serious personal difficulties, and a few cases of definite mental disease.

The mental hygiene service has the active coöperation of the university administration and the faculty. The director is designated as special adviser to members of the committee on student advisers, and assists the members of this committee in understanding particular problems of individual students.

(*Report of Dr. J. U. Yarborough, Professor of Philosophy and Psychology, October, 1930.*)

#### 4. Texas Christian University, Fort Worth, Texas

a. *Pre-Junior Achievement Test.* Texas Christian University has an interesting plan for Pre-Junior Achievement Tests, adopted in the spring of 1929, in operation for the session of 1929-30.

Before being admitted to junior standing a student must show "satisfactory mastery of the tools of his education." They are as follows:

1. English composition and literature, including spelling, penmanship, and grammar
2. A foreign language—satisfactory reading knowledge

3. A social science, which must include a familiarity with the more obvious workings of the American Government and the broad outlines of human history . . .
4. A natural science, including an elementary grasp of scientific methods of study
5. Two electives to be chosen from a list of seven
6. Satisfactory habits of personal demeanor, neatness, and politeness

This plan is under the direction of two faculty committees. One committee has general supervision of the entire scheme. The other has the responsibility of developing the achievement tests by which the desired skills are measured. The implication in the catalog statement is that these achievement tests may, when properly developed, be used as the chief instruments for measuring achievement, instead of grades, credits, and records of class attendance.

(*Report of the Regional Chairman of the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.*)

Just now we are putting all of the emphasis upon an effort to change the mental attitude of most teachers and the students toward the preparation of their work. This, you see, is a thing which cannot be exactly tabulated. It is a matter of an educational process. We are not making out a blanket rule and clamping it down upon the faculty. That does no good. We are trying gradually, department by department, and teacher by teacher, to get them to see the advantage of this plan. Only as they grasp it will it be worked. We are making good headway and are much more encouraged now than we have been at any time. A little later we shall probably get out a report summarizing our progress up to date, for the benefit of our fellow workers in other institutions.

(*Letter of Dean Colby D. Hall, December, 1930.*)

##### 5. University of Arkansas, Fayetteville, Arkansas

a. *Precollege Educational Guidance Survey.* The University of Arkansas reports an interesting innovation bearing on the selection of students, which the reader may compare with that from Minnesota.

In the spring of 1930 thirty-nine high schools in the state, under the direction of the University, gave to their graduating classes a battery of tests which had been selected by the University Committee on Admissions in collaboration with the Committee on Educational Research. This battery of tests consisted of the American Council Psychological Examination, an English achievement test, and either a foreign language aptitude examination or a mathematics examination, according to the interest expressed by the student taking the tests.

On the basis of these test scores and data concerning parentage, paternal occupation, vocational intentions, and the like, very carefully planned letters of advice were sent to 2300 students who had taken the tests.

The results of this experiment are not yet determined. The reports of the procedure indicate that such a careful piece of work should be productive of good results. Perhaps this is one way the burdened state universities can improve their plans of admission.

(*Report of the Regional Chairman for the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.*)

It has been found in studies of prediction of scholastic success in college that the testing of high-school seniors just previous to graduation may be made very nearly as effective in prediction of college success as testing at entrance to college. Furthermore, educational and vocational advice just prior to high-school graduation can be made much more significant than at college entrance, because many pupils who could profit greatly by such advice do not reach the institutions of higher learning and the others should be benefited materially by such advice previous to college entrance. These points have been the basis of a number of state-wide testing programs in the senior year of the high school. . . .

During May, nearly twenty-four hundred letters were sent to the students participating in the survey. . . . The advice given in these special letters was based upon experience with testing of students at the University. It has been shown quite definitely that pupils scoring below certain "critical levels" on these tests have very few chances of scholastic success in certain subjects, that pupils of average standing have good chances of success, and that high-scoring students have excellent chances. The advisory letters were based on carefully established "critical levels" developed by the tests of the survey. . . .

A follow-up of this study is contemplated for 1930-31 to determine how successful these tests of the 1930 survey have been in the prediction of general scholastic success and success in certain specific subjects. Scholastic information concerning those students of the survey who enter the University of Arkansas will be available in the office of the Registrar. It is further hoped to obtain similar data concerning many of the survey pupils who enter junior colleges and other collegiate institutions within the state. The results of certain correlations and other statistical calculations to be based on such data will show how successful the survey tests have been.

(*The Arkansas Educational Guidance Survey, Spring 1930. University of Arkansas. 5 pp., mimeographed.*)

## 6. University of Kansas, Lawrence, Kansas

### a. Scholarships Covering All Expenses of College Course of a Few Highly Selected Students.

One of the most distinctive developments in the encouragement of student scholarship in the College is a series of scholarships sufficient to cover all expenses of a student during his college course, with selection based upon the ability, achievement, and possibilities of the student so

that such selection involves considerable honor and recognition. The retention of the scholarship is dependent upon the record of the student in college. There will be at least twenty of these (Summerfield) scholars in the College, five or more selected each year. The influence of their selection reaches out into the high schools of the state in an effective manner. This practice has been in operation for two years.

(*Letter of F. P. O'Brien, Director of Bureau of School Service and Research, University of Kansas, October, 1930.*)

#### 7. University of Texas, Austin, Texas

a. *Achievement Tests in English and Other Subjects.* It appears to be a fairly general practice in the Texas schools to require evidence of the effective use of the English language before granting a degree. This plan for the University of Texas is referred to in an article entitled "Freshman English at the University of Texas," by R. L. Clark,<sup>4</sup> a member of the Committee on Students' Use of English at that institution.

As far as one may judge from reports which have come in, the Texas schools are outstanding in this section because they consistently require proof of ability to use the vernacular of every candidate for the bachelor's degree.

Three of the requirements for graduation at the University of Texas are rather distinctive for this section of the country. These are:<sup>5</sup>

"The student must pass a general four-hour written examination in his major subject on May 7 of the second semester of his senior year, or on May 7 or August 10 following the completion of the requirement in the major subject. The chairman of the department in which the major is taken shall fix the place of examination and supervise the giving of it. . . .

"The student must, before May 15 of his senior year, if a June candidate, or August 5 if an August candidate, show such ability to write clear and correct English as to satisfy the Committee on Students' Use of English. To promote the habitual use of clear and correct English, the written work (theses, reports, quizzes, examination papers, etc.) of every student in all his courses is subject to inspection by the Committee. . . .

"The student must show such ability to read one foreign language as to satisfy the Committee on Foreign Language Requirements. To meet this requirement, he may present himself to the Committee at the end of his sophomore year, or at the beginning or end of his junior year, and unless he has previously satisfied the Committee, must present himself at the beginning of his senior year."

<sup>4</sup>*School and Society*, July 16, 1927.

<sup>5</sup>"Catalog number." *The University of Texas Bulletin*, No. 3017: May 1, 1930, Part V, 200-201.

These requirements seem to indicate that the University of Texas more than any other school of this section (unless it be Texas Christian University) is attempting to emphasize achievement rather than accumulation of credits. The work of the Committee on Students' Use of English is in Dean Parlin's opinion quite effective. It seems probable that the Committee's responsibility for certifying its approval of every candidate for the degree is the feature which makes the Texas plan more effective than similar plans in other institutions. Dean Parlin reports that the giving of comprehensive examinations in the major field is revealing the fact that major courses are not well coördinated. This, of course, is a very beneficial result.

(*Report of the Regional Chairman of the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.*)

### 8. Washburn College, Topeka, Kansas

a. *Mental Hygiene Service.* The mental hygiene service at Southern Methodist University and that at Washburn College under the direction of Dr. Menninger are of interest. The Washburn catalog states that "Mental Hygiene" is a one-hour, one-semester course required of freshmen and arranged to precede "Physical Hygiene."

The Kansas Mental Hygiene Society . . . takes a special interest in the class, and all of the freshmen are asked to join the society. The course consists of weekly lectures, reading assignments, and assigned papers based usually on the lecture subjects. These papers are an elementary sort of analysis by the students of their own study methods, phobias, personality traits, and difficulties. The course has included personal conferences with students who feel special need for advice or who are thought by the deans to need help.

(*Letter from Dr. Karl A. Menninger, December, 1930.*)

The introduction of the course and the service which has been rendered in meeting student problems seem to me to be of very great importance. The course has not proceeded without opposition in the community, and there now stands a faculty vote which would make the course elective rather than required after this year. What the final policy in the matter may be I am not in a position to say. Dean Sellen, who is in immediate personal contact with students in case of difficulties with their college work, has excellent background in mental hygiene procedures and has done what seem to me to be some very remarkable pieces of service for individual students. He has also worked with Dr. Menninger on more complicated and difficult problems.

(*Letter from Philip C. King, Associate President of Washburn College, November, 1930.*)

b. *Department of American Citizenship.* The organization of its courses, the number of students enrolled in the department, and the

public support of the new venture all indicate that Washburn has here inaugurated a worth-while innovation. A total of eighteen courses, of which the following are fair samples, are offered by the department: American Ideals, Historically Traced; Foundations of the Modern Commonwealth; Problems of Citizenship; American Government; Municipal Government and Administration; American Foreign Relations; Political Parties.

The Gleed Lectures which are given in connection with the work in citizenship undoubtedly stimulate interest in the department. To one acquainted with conditions in the Middle West the whole enterprise has a significance and meaning worthy of careful scrutiny.

(*Report of the Regional Chairman of the Southwest Central Section, A.A.U.W. Study, Mary R. Harrison, December, 1930.*)

The department of American Citizenship was made possible through a gift of \$100,000 contributed in part by the late George I. Alden, of Worcester, Massachusetts, and in part by the trustees of the George I. Alden Trust. . . . Mr. Alden's gift was the expression of his belief that careful instruction is necessary for the proper understanding of American principles and purposes and for the preservation of American ideals and aims, and that in providing that instruction our institutions of higher education have a very important contribution to make. The department, therefore, proposes to make American citizenship a matter of serious study.

("Register for 1929-1930." *Washburn College Bulletin*, 15: April, 1930, 47.)

The brief period during which the department of American Citizenship has been in operation has sufficed to clarify and to emphasize three very important facts.

One of these is the fact that the public at large is deeply interested in the program of citizenship instruction that the department represents. . . .

Another is the fact that the program of instruction . . . appeals to the interest of Washburn students. To date about 700 students have been enrolled in the various courses, and it is perhaps not too much to claim that no department in the institution can show a better quality of work than that which is being done by the students who are enrolled in the citizenship courses.

And still another is the fact that the citizenship idea is a very broad and comprehensive one, much more so than was generally recognized when the department was projected. Consequently there has been a steady tendency to enlarge the scope of the department so as to include certain courses in American government, history, social philosophy, political theories and methods, international law, and international relations. . . . Indeed it would not be improper, and ultimately it might be advantageous,

to relate in some manner all the social sciences to the citizenship department and to the citizenship idea.

("The George I. Alden Department of American Citizenship." *Washburn College Bulletin*, 14: January, 1930, 3.)

## VII. ROCKY MOUNTAIN SECTION

### 1. Brigham Young University, Provo, Utah

a. *An Experiment with "Social Units."* The following description is quoted from a report sent for this Yearbook.

I. The problem arose about 1927. The major factors which created the problem were four in number: (1) a rapidly growing student body which had become too large to handle as a unit for particularized social purposes (growth from some 600 to 1500 college students in six years); (2) the control of a general policy of the Board of Trustees to permit none but honorary fraternities on the campus; (3) the centralization of social life in a few self-selected groups which were tending in their organizations to become secret, and were attempting to dominate student-body activities and to foster an exaggerated social program beyond University control; and (4) a growing tendency for the student body to stratify on lines of wealth and social ability.

II. The purposes of the experiment were: (1) to institute a new type of social organization and to control it; (2) to recognize the needs for social participation and for group expression; (3) to foster organizations of students for social purposes and for other purposes not being met adequately by departmental, geographic, and honorary groups already existing; (4) to institute some form of control which permits (a) spontaneous and natural groups throughout the entire student body, (b) wholesome, congenial group organization, and (c) adequate participation in formal and informal social affairs in compact groups and at the same time lessen the evils of snobbishness, secrecy, and extravagant spending of money. . . .

III. The operation of the experiment, as it is now being carried forward, is as follows: All students are organized into groups called Social Units, each unit being designated by a number and a name. . . . Upon entering the University for the first time, students are automatically assigned to reserve units, one for men and one for women. From these reserve units, Social Units of from twenty to thirty members are formed. In the formation of these units the students are encouraged to make their own groupings so that individuals of the same interests and tastes will be together. A group of students who desire to form a unit may submit their names, the name they wish for their unit, and the name of a faculty adviser, to the Social-Unit Committee, with a request for affiliation. The Committee, after considering each candidate separately, grants the request if there is no reason for denying it, informs the faculty adviser that he or she has been chosen, and the group becomes a recog-

nized Social Unit. . . . Active membership in a Social Unit continues until graduation. Upon graduation, the individual becomes an alumni member. . . . The Social Units are under the supervision of the Social-Unit Committee composed of the Chairman of the Social Committee, the Chairman of the Attendance and Scholarship Committee, the Registrar, the Dean of Women, one additional faculty woman, the President of the Student Body, the President of the Associated Women Students, the president of each class, and a member of each class of opposite sex to the president, elected by the class. . . .

IV. The results up to date seem to be: (1) General lessening of the initial prejudices against the movement on the part of students and faculty members. A present attitude of "Let's try the experiment honestly" seems to prevail. (2) Propaganda against the movement in student publications has practically disappeared. (3) Certain pernicious groupings have been definitely broken up and brought under control, seemingly with little loss of spirit or effectiveness of the groups in promoting student life generally. (4) There is gradually evolving out of experience a new type of co-operative faculty and student administration. (5) The system is growing.

(*Report submitted by A. C. Lambert of Department of Educational Administration, Brigham Young University, October, 1930.*)

## 2. University of Colorado, Boulder, Colorado

a. *Religious Guidance.* A recent innovation in the field of religious guidance is reported as follows: a Standing Committee on Religious Interests has been appointed composed of the Director of Religious Interests and teacher of Religion as Chairman and a faculty and student committee representing different religious opinions on the campus.

The work of the Religious Interests Committee and the Director includes (1) offering a year course in some phase of religion, (2) encouraging and co-ordinating courses dealing with religion in other departments, (3) providing office hours for personal consultation with students, (4) arranging for religious conferences of faculty and students, and for speakers on religious, ethical, and social subjects, (5) encouraging student discussion groups on religious, ethical, and social subjects.

(*Report from College of Liberal Arts, University of Colorado, for A.A.U.W. Study, December, 1930.*)

b. *Vocational Guidance.* Another recent innovation at the University of Colorado is in the field of vocational guidance.

A committee of five women students has been appointed by the Associated Women Students to co-operate with the vocational guidance leader (who is the head of the Collegiate Bureau of Occupations of Denver). These five stu-

dents are chosen to represent the various major fields of women's interest (arts, home economics, journalism, etc.). They coöperate with the vocational guidance leader in any way she and they deem helpful—bulletin-board publicity, talks, etc.

The reasons for the change and the educational objectives are (1) to increase students' interest in widening their field of vocational interest, (2) to facilitate the spread of vocational information through the student body, and (3) to broaden the constructive work of the Associated Women Students among women students.

Though too new to see much in the way of results, there has been a decided increase in requests for vocational information since the organization of this committee.

(*Report from College of Liberal Arts, University of Colorado, for A.A.U.W. Study, December, 1930.*)

### 3. University of Denver, Denver, Colorado

#### a. *Junior College Reorganization; "Independent Unit Courses."*

The Chancellor, in his 1930 report, has this to say:

A series of wholesome faculty activities has characterized the closing academic year. The general trend of change in the objectives of higher education everywhere in the United States of America has stirred our faculty to enthusiasm. . . .

The Committee on the Problems of the Junior College recommended to the faculty a very far-reaching plan of curriculum reorganization. They presented for adoption the following measures which were unanimously approved:

- I. Modifications of requirements for promotion to the Senior College by:
  - A. Reduction of foreign language requirement to one year's work beyond the entrance requirement of two years or units of high-school languages.
  - B. Introduction of the exemption test for students who already possess a satisfactory knowledge of one foreign language.
  - C. Addition of the requirement of one course in physical education for freshmen.
  - D. Introduction of "independent unit courses" in the social sciences which may be combined to satisfy the social science or mathematics requirement formerly requiring two courses in the same social science.
- II. Arrangements for the offering, as a one-year experiment, of "independent unit courses":
  - A. In each of the six basic natural sciences: astronomy, geology, physics, chemistry, botany, zoölogy. (Any three of these "independent unit courses" not covered by the student's entrance credits in science may be combined to satisfy the natural science requirement.)

- B. In economics, sociology, and political science the planning of the elementary courses so that at least the first quarter of the course may constitute a complete unit in itself, suitable for giving a student general knowledge of that social science.
- C. In other subjects the offering as free electives of "independent unit courses" having no prerequisites and not requiring continuation; e.g., "The Appreciation of Literature," "Psychology 1," and "Problems of Religion" (not yet decided).

The faculty of the College of Liberal Arts believes that the results of this reorganization will help to conserve the liberal-arts aim in education, even in view of the intensive specialization requirements established by the professional schools. The importance of this to future progress, under the leadership of university-trained men and women, cannot be overestimated. The forward movement of civilization is largely the result of the work of highly gifted and highly trained leaders—usually technical specialists. The integrating value of a broad mind-set for the technical leader is obvious.

(*Report of the Chancellor to the Board of Trustees*. University of Denver, June, 1930, 3, 5-6.)

#### 4. University of Wyoming, Laramie, Wyoming

a. *General Information Courses in the Sciences*. The University of Wyoming reports an instructional experiment that is described as follows:

We have felt that our program of study was unduly technical in the Liberal Arts College, owing to the fact that in this university the college has to do a good deal of service teaching in introductory courses for the other colleges. These other schools, being particularly professional institutions, have, consequently, exerted an influence on the Liberal Arts College which has resulted in our science courses, for example, having fragments of a technical program. There was little provision made for the needs of the student who desired a study of science for general information and cultural values and not as part of the technical program. In order to offer such general information courses without the danger of the ordinary general-science courses, we have been trying the following plan:

General courses in physical sciences, life sciences, and psychology and social sciences were established. Each course extended through one quarter and was taught by a member of the appropriate department. The heads of departments in physical sciences, for example, gave courses in physics, chemistry, and geology each quarter. The heads of the three departments collaborate in the preparation of syllabi.

The courses have not been in operation a sufficient length of time to give an adequate test of their value or their popularity. In general, however, the impressions have been favorable. Under this plan a student

interested in physical sciences for the sake of general information could get in one year general views of chemistry, physics, and geology. Under our plan of technical courses, he would only have an opportunity for a full year's work in one of the sciences, and this work would be part of a professional program with corresponding emphasis on skills and technique which the general student would not need.

(*Letter of President A. G. Crane, August, 1931.*)

### VIII. NORTH PACIFIC SECTION

#### 1. Oregon State Agricultural College, Corvallis, Oregon

a. *Survey Course—History of Western Civilization.* The various liberal-arts schools of the Northwest show several notable innovations. Those which stand out most clearly as embodying new ideas are the University of Oregon—Background of Social Sciences; Oregon State College—History of Western Civilization; Reed College—Contemporary Society; and the University of Idaho—History of Civilization. All of these courses are frankly experimental at the present time.

(*From Report of Regional Chairman of the North Pacific Section, A.A.U.W. Study, Dr. Carl L. Huffaker, January, 1931.*)

History of Western Civilization I. A survey of the beginnings and development of Western civilization from the later Roman Empire to the close of the Middle Ages, designed to meet the needs of students desiring a course in early European history. Any term; 3 credits; 3 recitations.

History of Western Civilization II, III. European development and expansion from 1500 to 1815, emphasizing the more fundamental movements of the period. Political, social, and economic Europe with special reference to present-day conditions and problems. Any two terms; 3 credits; 3 recitations. Fee \$0.25 each term.

(Oregon State Agricultural College. *General Catalog, 1930-31.* College Press, Corvallis, 1930. 188.)

#### 2. Reed College, Portland, Oregon

a. *Independent Work, Small Classes, Close Contact between Faculty and Students.* The plan of the curriculum at Reed College throws upon the student a large amount of personal responsibility. Instructors do what they can to see that the responsibility is accepted by keeping in close touch with their students.

It is possible to give much of the instruction in small classes and even individually, thereby bringing about close contact between student and teacher and encouraging initiative and critical power in work undertaken independently or in a group. Even in the larger courses in the first two years, small conference groups are organized to meet once, twice, or

oftener a week for discussing the material of reading and lectures, and individual conferences are given on papers written by the students. . . . Similar close touch with the students' work is had in the laboratories.

In anticipation of the independent work expected in the last two years, the student may devote a portion of his time (one-fifth or less) during the freshman and sophomore years to additional, individual study in connection with one of his regular courses, under the guidance of an instructor. . . .

By the end of the sophomore year the student should . . . rely more and more upon his own resources with only general guidance from instructors. Therefore, in the junior and senior years work tends to become more informal and independent. In every way possible the work of the last two years is made elastic, and the student is encouraged to exercise self-direction. The thesis with its related work, the seminar, is a definite test of the student's ability to carry out an independent study. Preparation for the qualifying and the senior oral examinations also requires considerable individual initiative and study, since these examinations are not limited to work taken in courses. It is understood that part of the individual reading will be done during the summer vacation. Suitable books are indicated in various fields. . . .

The plan of meeting the diversified interests of students by individual work rather than by highly specialized courses means that only those formal courses are given which seem essential in a college of liberal arts and sciences. . . .

Throughout the college course the student is taught that his primary aim should be to acquire the power to think for himself. . . . In furtherance of this end all students participate in a *Senior Colloquium*, which is to round out the work of the four years. Its aim is two-fold: first, to clarify the student's ideas concerning the nature of experience and knowledge, and the concept of the universe; second, to incite the student at least to face the question of his own "philosophy of life," involving, as it does, the persistent problem of conduct and the planning and execution of a life-career.

("Catalog issue and announcements for 1930-1931." *Reed College Bulletin*, 9: April, 1930, 16-27.)

b. *Comprehensive Examinations.* In general, institutions are rather dubious about designating any of their features as "unique." A number of the faculty members of Reed College do not consider their comprehensive examinations as a unique feature, although a similar feature offered by the University of Chicago was pronounced unique.

At the end of the junior year, students are required to take a qualifying examination, either written or oral, to test their knowledge of the major and related subjects and their fitness to enter upon the work of the senior year.

During the senior year students give more attention to the major subject than in previous years, and prove their ability in this study by the preparation of a thesis upon a special topic. Near the end of the year an oral examination is given to each senior, which is intended to measure not merely the knowledge of courses pursued by the student, but also his general proficiency in the treatment of problems within his field of study.

Most courses extend through the college year. There are, in general, no semester examinations. Examinations at the end of the year cover the entire scope of the respective courses. . . .

Preparation for the qualifying and senior oral examinations . . . requires considerable individual initiative and study since these examinations are not limited to work taken in courses.

(*"Catalog issue and announcements for 1930-31."* *Reed College Bulletin*, 9: April, 1930, 15, 25.)

The one college in the territory which has departed most widely from traditional standards, namely, Reed College, is held by practically all the schools training students for college to be the school where students, provided they have the ability and willingness to work, can obtain a better general education than in most other institutions. They are not agreed, however, as to the reasons for this superiority. Some hold that the comprehensive examinations are responsible, and others that the close contact between professor and pupil, made possible by Reed's small classes, is responsible.

(*From Report of the Regional Chairman for the North Pacific Section, A.A.U.W. Study, Dr. Carl L. Huffaker, January, 1931.*) .

c. *Curriculum Provisions to Insure Well-Balanced Program.* "The various liberal-arts schools of the Northwest show several notable innovations. These innovations were all adopted with one of two aims in view: first, to take better care of the superior student; or second, to insure a well-balanced program. The second aspect is usually limited to the lower division work."

(*Report of the Regional Chairman of the North Pacific Section, A.A.U.W. Study, Dr. Carl L. Huffaker, January, 1931.*

As an example of measures taken to secure a well-balanced program, the following provisions of Reed College are quoted:

Instruction is offered in the Divisions of: 1. Literature and Language; 2. History and Social Science; 3. Mathematics and Natural Science; 4. Philosophy, Psychology, and Education. . . .

The student is encouraged to look upon his work as forming one course of study, not a group of courses. He should feel that as a freshman he enters upon a four-year course, all parts of which are linked to one another and have definite purposes in his education.

The curriculum of Reed College contains two sorts of requirements: first, that the student shall secure in the freshman and sophomore years a knowledge of literature, history, the social and natural sciences which will give an understanding of the development and nature of modern society and will form a broad cultural foundation for further studies; second, that the student choose before the end of the sophomore year, a special field (major subject) of which he shall secure a comprehensive knowledge. The general requirements are:

1. General Literature; freshman year
2. History of Civilization, or Contemporary Society; freshman year
3. A course chosen from economics, history, politics, psychology, sociology; sophomore year
4. A course in each of two sciences chosen from biology, chemistry, mathematics, physics, or psychology (if not counted in 3); freshman and sophomore years
5. A reading knowledge of French or German, examination to be passed before the senior year
6. Senior Colloquium; senior year . . .

A freshman ordinarily takes "General Literature" and "History of Civilization" or "Contemporary Society," and fills the remainder of his program with courses in languages, science, mathematics, or history of art. Freshmen advisers assist in the definite selection of a program, and the program must be approved by the student's adviser before registration can be completed.

("Catalog issue and announcements for 1930-1931." *Reed College Bulletin*, 9: April, 1930, 13-14.)

d. *Survey Course—Contemporary Society.* While all of the schools of the Northwest have orientation, or general survey, courses, they are largely in the experimental form. Those which stand out most clearly as embodying new ideas are found at the University of Oregon, Oregon State College, Reed College, and the University of Idaho.

The course in Contemporary Society at Reed College is open only to freshmen. It is a course of four "year hours." Freshmen take either this course or the one in History of Civilization.

The course in "Contemporary Society" attempts to give the student an insight into what are sometimes called "social problems," and some realization of what is involved in the study of economics, political science, and sociology. The effects of typical attitudes toward social problems, conservatism, radicalism, and the scientific attitude are considered and illustrated. The formation of public opinion and the rôle of the newspaper are examined, and likewise the influence of emotions, social customs, habits, and ways of thinking on our actions, beliefs, and attitudes. After a consideration of the kind of life which is desirable for human beings, attention is turned to two economic problems, the importance of

machines and their effects on human welfare, and the present difficulties of the American farmer. Careful consideration of these two problems is designed to give some conception of the subject matter and methods of economics. The course concludes with a study of the chief means of social control, namely government.

(“Catalog issue and announcements for 1930-1931.” *Reed College Bulletin*, 9: April, 1930, 18.)

### 3. University of Idaho, Moscow, Idaho

a. *Junior and Senior College Organization.* A university junior college, organized as a separate division, went into operation at Idaho in 1929.

Its program embraces the work heretofore done during the first two years in the College of Letters and Science, the School of Education, and the School of Business Administration. It also fulfills the requirements for admission to the College of Law. All freshmen and sophomores enroll in the Junior College except those who have definitely decided to follow the curricula of the College of Agriculture, the College of Engineering, the School of Forestry, or the School of Mines.

The purpose of the Junior College is a dual one. It affords to those who do not expect to attend college more than a year or two a comprehensive and organized course of study which will be appropriate to all general educational needs; and it furnishes to all candidates for a degree a broad and liberal foundation for any curriculum which they may wish to pursue in the senior college. Experience has shown that entering students are about equally divided between those who will and those who will not be candidates for degrees, but relatively few students know at entrance into which class they fall. The necessity, therefore, of a curriculum which is capable of satisfying all students' needs is obvious.

In its organization and administration the Junior College is designed to serve in increasing measure the need for close articulation between the work of the high school and that of the college, and the avoidance of duplication in studies. This is to be accomplished partly by the modification of teaching methods and partly by curriculum provision for the recognition and acceptance of work done in the high school. This organization is calculated to save the time of students—a matter of both educational and economic importance—and to develop greater initiative and capacity for creative scholarship. . . .

Admission to the College of Letters and Science, School of Education, or School of Business Administration will be granted to holders of the junior certificate from the University Junior College or the Southern Branch of the University of Idaho, provided they have obtained an average grade of C (4.000) in all courses for which they have registered. (“Catalog number.” *The University of Idaho Bulletin*, 25: April, 1930,

b. *Requirements in the Fine Arts.* In the curriculum of the Junior College the specific requirements have been selected in the fields of natural science, social science, English language and literature, and the arts.

The aim has been to include those items of human thought and accomplishment which function most generally in the life of a person living under present social and economic conditions. The resultant information and training should furnish the basis for an enlightened citizenship, and a foundation on which any subsequent form of education might be built safely and well. . . .

All students will take four credits in the arts, preferably in the sophomore year, selected from courses offered in Art Structure and Design, Art History, Art Appreciation, Free-Hand Drawing, Architectural Drafting, History of Architecture, Landscape Design, Applied Music, History of Music, Appreciation of Music, Classical Art, Natural Dancing, Public Speaking, and Play Production.

(“Catalog number.” *The University of Idaho Bulletin*, 25: April, 1930, 43-44.)

c. *Survey Course—History of Civilization.* “The various liberal arts schools of the Northwest show several notable innovations. These innovations were all adopted with one of two aims in view: first, to take better care of the superior student; or second, to insure a well-balanced program. The second aspect is usually limited to the lower division work. It takes several forms, the most usual one being orientation courses,” among which the one at Idaho is of interest.

(From report of the Regional Chairman of the North Pacific Section, A.A.U.W. Study, Dr. Carl L. Huffaker, January, 1931.)

History of Civilization. 3 credits. Each semester. Primarily for undergraduates. A survey course in the history of the life and thought of the past, together with its expression in art and letters. It aims to show their relationships with each other and with politics.

(“Catalog number.” *The University of Idaho Bulletin*, 25: April, 1930, 176.)

#### 4. University of Oregon, Eugene, Oregon

a. *Honors Work.* “Practically all of the real honors work in this section is being done in the University of Oregon and in Reed College. . . . All of the schools which offer strictly honors courses, or those courses which put a premium on individual work, are proving satisfactory, both from the viewpoint of instructors and students. The students are particularly enthusiastic about this type of education.”

(From Report of the Regional Chairman of the North Pacific Section, A.A.U.W. Study, Dr. Carl L. Huffaker, January, 1931.)

As a challenge to students of high intellect and special talent who feel that the regular work in courses is too highly standardized or too superficial to act as a spur to their ambition, the University has introduced the degree of bachelor of arts with honors and the degree of bachelor of science with honors. The instruction of honor students is largely individual, the aim being to stimulate wide reading, thorough scholarship, and original or creative work on the part of superior students. . . .

1. Students may read for honors in a single subject or in related subjects. Approximately the highest 30 percent of the men and women who have received their junior certificates become eligible, automatically, to candidacy for the degree with honors, but they must signify their intention to become candidates to the school, department, or college group under which they intend to study, and this body must notify in writing the Honors Council. . . . Students not automatically eligible by rank may nevertheless be nominated by faculty members of any department to whom they would be acceptable as honors candidates. . . .

2. Two types of honors are granted: (a) general honors; (b) honors with thesis (primarily for majors in a department).

*General Honors.* 3. The degree with general honors will be granted to those candidates who have done satisfactory work in approved honors courses in three different fields (i.e., schools or departments as at present organized). . . . In each of these courses the instructor will provide a more individual and comprehensive type of work with especial emphasis upon discussion and wide reading with a minimum of lectures. Such instruction may take one of two forms. (a) Homogeneous sections of classes in which only students eligible for honors will be enrolled. (b) Specially planned programs of study for such students as are eligible for honors, excusing them from the regular lectures if in the opinion of the instructor the time can be spent more profitably in other definitely planned work. . . .

*Honors with Thesis.* 5. A candidate for honors with thesis shall study under the direction of a school or department, which shall, if satisfied with his work as prescribed in Section 8, recommend him for that degree, the recommendation to be approved by the Honors Council. . . .

8. At the end of their senior year, candidates for the degree with honors are required to take a comprehensive examination in the subject or related subjects in which they have chosen to work for honors. This examination may be written or oral or both. . . . Should the examination be oral, there must be present a member of the Honors Council not himself affiliated with the school, department, or college group giving the examination. Should the examination be written, the questions shall be sent to the chairman of the Honors Council one week before the examination is given. After the candidate's paper has been graded, it shall be

sent to the chairman of the Honors Council together with the candidate's thesis or report.

(*"Catalog 1929-1930; announcements 1930-1931." The University of Oregon Bulletin, 27: April, 1930, 36-37.*)

b. *Survey Course—Background of Social Science.* As already noted, Dr. Huffaker cites the University of Oregon as among those institutions in the North Pacific Section where important tests of survey courses are in progress. The catalog description follows:

*Background of Social Science.* A study is made of the factors and forces which constitute the make-up of society. The validity of the thought process and opinions of the students with respect to social phenomena are challenged. An analysis is made of scientific methods and the possibilities and limitations in the social sciences. An attempt is made to acquaint the student with the findings of psychology in regard to bias and prejudice, egoism of the crowd, habit responses, complexes and factors of wise thinking. A survey is made of controls of society—government, economic factors, family, education, religion, and the social institutions generally. By this time things are viewed with a critical eye; they become the objects of inquiry, investigation, and reflection. Insight, rather than mere information, is the aim and object of the course. Three hours, each term. A freshman survey course.

(*"Catalog 1929-1930; announcements 1930-1931." The University of Oregon Bulletin, 27: April, 1930, 61-62.*)

## IX. SOUTH PACIFIC SECTION

### 1. Claremont Colleges, Claremont, California

a. *Establishment of Independent, but Coöperating Colleges.* The plan under which Pomona College is associated with Scripps College is described in a statement from Pomona.

These two colleges, Pomona and Scripps, and such others as may later be established are independent, but coöperate in the establishment of certain mutual facilities. There is also an exchange of classroom privileges between the colleges. Certain functions, such as the summer school, public education, graduate and research work, are carried on in coöperation. The central library and the major laboratories are for the use of all. A central corporation serving the whole group was incorporated in October, 1925, as "Claremont Colleges," with its own board of trustees known as "The Board of Fellows," now eleven in number, many of whom are also trustees of Pomona or of Scripps. While it is impossible and undesirable to work out in advance all the details of this undertaking, the possibilities of the plan, whereby a central group—focusing a mutual effort—is set to return to each member of that group a stimulating and inspiring influence, are at once full of the most interesting and inviting

suggestions. Through the bequest of the late Seeley W. Mudd, first chairman of its Board of Fellows, and erstwhile a trustee of Pomona College, Claremont Colleges received a fund of one million dollars for the establishment of its work. . . .

All the full professors in each of the associated colleges are members of the faculty of Claremont Colleges and under its auspices offer graduate work in their respective fields. In addition to these, Claremont Colleges maintains on its own budget several other persons who serve the general educational interests of the whole group of colleges. . . .

However, the real heart of the Claremont plan lies not in its provision for graduate study but rather in the enhancement of scholarly life among undergraduates. It represents a new approach to the problem of college training. In a word, Claremont represents the effort to create in an exceptionally favorable environment a group of small, independent residence colleges, where the inestimable advantages of intimacy are secured in the separate college but where the advantages of ample facilities and intense competition are also secured by the association of these colleges, situated in close proximity to each other, and where the selective process assures, as nearly as possible, a company of students who will really profit by college experience.

Of the two undergraduate colleges now existing at Claremont, Pomona is co-educational, and Scripps is a college for women. The third institution, Claremont Colleges, serves as the administrator of such interests as are common to the two colleges and such others as may develop. In its own educational work it is necessarily co-educational. A fourth institution, a college for men, coördinate with Pomona and Scripps, yet having an individual character, is considered important to the really adequate inauguration of the project. For while the existence of two undergraduate colleges serves to illustrate the plan of organization, its full value will be apparent only as other colleges are added to the group. . . . As a form of educational organization the opportunity of the Claremont plan lies in the individual college. Such a college, welcome to the use of common facilities, could be established at minimum expense—in independent administration—in moderate size—where its special influence would quickly be felt by associated colleges. The common riches would be achieved, as at Oxford and Cambridge, when the years have given to each institution its own quality and reputation.

(*Typewritten statement giving a brief outline of the plan of organization of the Claremont Colleges, submitted by Pomona College for A.A.U.W. Study, June, 1930.*)

## 2. College of the Pacific, Stockton, California

a. *Credit for Extracurricular Activities.* Credit in Applied Dramatic Art is given to students who appear in public productions, according to number of class hours spent under the instructor. The purpose is to give the maximal amount of training possible in this form

of fine arts. The plays are produced through two dramatic organizations, and any college student may try for membership.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

### 3. Mills College, Mills College, California

a. *Preentrance Advising.* Freshman programs are completed in the summer in order to allow students time for thought and consultation with their parents regarding freshman electives. A second purpose is to eliminate registration confusion. The catalogue schedule and study blanks are sent. Definite relief has been the result; programs are outlined and scheduled, and parents are well informed. The benefits are for the student primarily, and the majority take advantage of the plan.

To help know the background of students as an aid in the guidance program, parents of incoming freshmen are asked to send to the college during the summer a description of the daughter's temperament, her strong and weak points, her tastes, and their wishes regarding her development. This method has been used with unexpected success for several years. Its direction has now been transferred from the academic dean to the residence dean. Personnel, academic, residence, medical departments have found useful information in the letters, especially during the period of student orientation. More intelligent guidance has resulted, based on a case history of each individual, since for this some idea of the previous home training and background is necessary.

(*From a report of the Regional Chairman for the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

b. *Three Years' Concentration in the Major.* A reorganization of the curriculum provides for the freshman year to be followed by a three-year concentration in the major field. The object in view is early specialization following a general cultural background. Required courses in history, English, and laboratory science form the backbone of the freshman program. Opportunity for exploration is given by the remaining units, which are devoted to elective choices. The field of specialization is based on a general foundation and is chosen on a basis of intelligent investigation. The college believes in this emphasis for the major of three years following a general one-year requirement, in that it particularly holds the intellectual interest of the average and above average student.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

c. *Credit for Extracurricular Activities.* As an experiment only, to recognize the academic value of extracurricular activities, and to insure quality in a given student undertaking, a maximum of three credits may be given for the editorship of the college weekly by recommendation of the instructor in journalism. It is hoped that results will include better coöperation of the student news agency and the faculty, and better workmanship on the part of the student concerned.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

d. *Correlation of Courses in "Environmental Science" Group.* Combination has been made of several sciences into one "Environmental Science" group.

The purpose is to give to undergraduates a sense of the relation of the sciences, to remove from undergraduates the feeling of separation between chemistry, physics, and bio-chemistry. Staff members are grouped so that responsibility for an individual undergraduate course may be shared by departments and not carried by a person in an isolated department. The plan promises to integrate teaching, to correlate departments, to avoid misunderstandings between departments, and to initiate students more intelligently into fundamental science courses by postponing specialization. There is a keen interest in this synthetic method in the sciences.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

e. *Department of Child Study.* The Preschool Laboratory and Nursery School has been developed from an adjunct of the Department of Psychology into a Department of Child Study, an independent unit in the School of Education.

Contributions to the Department of Child Study are to be made correlatively by several departments—psychology, education, physical education, hygiene, home economics, the various arts, etc. The organization is a staff and an advisory committee for allied departments.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

f. *Alumnae Education.* An experiment in alumnae coöperation in adult education has been initiated in order to keep alumnae progressing educationally. Features of the plan are: alumnae publications—reading lists, educational information; alumnae committees on secondary education, adult education, elementary education, etc.; Alumnae Expansion Program to maintain or achieve continued excellence in the

academic product in a new day. Two years' experience has proved the usefulness of this plan.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

#### 4. Stanford University, California

a. *Plan to Abolish the Lower Division.* A reorganization is planned in which the lower division will be abolished so that the university may be freed for advanced and graduate work. It is expected that arrangements will be complete by 1934. The junior colleges in California offer an opportunity, largely through the public school system, for the first two years following high school.

(*From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.*)

#### 5. University of California at Berkeley, California

a. *Change in Admission Requirements.* A change has been made from an admission system depending upon the recommendation of the principal to a system not requiring the principal's recommendation. The purpose is to relieve the principal from the heavy responsibility of recommendations, and to offer a better and broader choice of curriculum for student needs.

Beginning in August, 1931, a new procedure will go into effect which was adopted by the university upon a suggestion of the California High School Principals Association put forward in the spring of 1928.

Under the existing plan "the university does not prescribe the subjects to be studied in the high school, but accepts any recommended graduate of an accredited high school in California and admits him without examination to the college of his choice." It is said that the high-school authorities of the state, to whom the responsibility of recommendation was delegated about ten years ago, were finding it "difficult to determine and administer proper standards for the recommendation."

The principle of the new plan is that the University of California sets up a nucleus of subjects to be completed by the student in the high school—"subjects which are regarded as important prerequisites for university work"; and the university itself accepts or rejects applicants for admission to freshman standing without calling upon high-school principals for recommendation.

The details as to acceptance have been officially stated as follows:

"Applicants, in order to be accepted *without examination*, will be required to present (1) evidence of high-school graduation; (2) a high-school record of at least fifteen units, including a core of twelve academic units, specified in part; and (3) a scholarship record showing evidence

of superior attainment in ten of the twelve academic units. (Grades of "1" (A) or "2" (B) are elsewhere specified, with no grade lower than "3" (C) in any of the fifteen units.)

"High-school graduates applying for admission *by examination* will be required to pass entrance examinations in only three fields of high-school studies, provided that they have completed in the high school at least fifteen units, including the subjects specified for the academic core."

The high-school program is specified as follows: history, one unit; English, three units; mathematics, two units; science, one unit; foreign language (in one language), two units; advanced mathematics, or chemistry or physics (if not offered above), or additional foreign language in the language offered above (if in another foreign language, two units will be required), one unit (or two); unrestricted electives, five (or four).

The university stated that a fine spirit of coöperation was shown in working out the new admission procedure by representatives of the secondary schools and of the State Department of Education.

(Walters, Raymond. "The new admission requirements of the University of California." *School and Society*, 32: November 29, 1930, 732-734.)

b. *Dean of Undergraduates.* A change has been made in administrative practice with the appointment of a dean of undergraduates. This brings the work of the Dean of Men and the Dean of the Undergraduate Division into one office. The purpose is to concentrate all undergraduate matter, personal and academic, not now delegated to deans of colleges or peculiar to the Dean of Women. These have been in the past somewhat scattered. In general matters the President will delegate full responsibility to the Dean of Undergraduates. At a time when even smaller institutions than the University of California are making many sub-divisions of administrative duties, it is interesting to note the centralization of such functions into a Dean of Undergraduates, according to the best advice of personnel specialists.

(From a report of the Regional Chairman of the South Pacific Section, A.A.U.W. Study, Dr. Katharine Adams, December, 1930.)

## 6. University of Southern California, Los Angeles, California

a. *Three-Year Experimental Entrance Program.* To measure the validity of tests of scholastic aptitude and of high-school grades as entrance criteria for admission to college, the University of Southern California, beginning with the first semester of 1931-1932, enters upon a three-year experiment of selecting each fall for admission to what will be known as the "Experimental Entrance Group," seventy from amongst several times that number who are expected to compete for such admission by taking specially selected examinations. These ex-

aminations are designed to measure scholastic aptitude, mastery of English, and important character traits.

Even though the University has followed the usual practice of admitting students on high-school grades, for several years past, President von Kleinsmid has held a questioning attitude as to the use of recommended grades as exclusive college entrance criteria. At his suggestion the Special University Committee on Admission Problems considered this matter and made the report which received his approval on July 24.

[The report establishes] a significant experiment in university procedure. Out of the experiment may come reliable information as to the method of selecting students for admission to college who would otherwise be denied the privilege of college enrollment. If the experiment shows, as it may, that a considerable number of students selected for admission to the Experimental Group by aptitude examinations exceed in scholastic success at least half of those who are admitted to the freshman class on the usual entrance criteria, then certainly admission to college will not long rest on the criteria of high-school grades alone. . . .

A first major outcome of the experiment will be the determination of reliable tests which may be applied with sufficient certainty to justify their use in selecting students for admission to college from among high-school graduates who do not meet the usual entrance criteria. A second significant outcome of the experiment will be the information which will be gained on the learning habits of the students who are members of the "Experimental Entrance Group." This group will be closely observed and given guidance based on scientific research with the view of developing, if possible, methods of study and work which will increase the probability of collegiate success. . . .

Admission and instruction of the Experimental Entrance Group goes forward according to the following plan:

I. A group will be selected who are secondary-school graduates, of age not to exceed twenty-one years, who do not meet in certain particulars the set entrance requirements as announced for the University of Southern California. The individuals will be selected by the use of entrance test criteria which measure scholastic aptitude and two personal judgments as to scholastic promise, one of which should be from a high-school principal.

II. This Experimental Entrance Group will not exceed seventy entrants, and will be subdivided into two groups of thirty-five each for instructional purposes.

III. Candidates for admission to the Experimental Group should make application at the Office of Admissions not later than August fifteenth. Examinations will be given on August twenty-eighth and twenty-ninth. . . .

IV. The students admitted to the Experimental Entrance Group will take a limited program [not here reproduced] . . .

V. The students in the Experimental Entrance Group will not be permitted at any time in their college career to compete in inter-collegiate athletics, and, while members of this group, may not hold membership in campus clubs or societies, or other campus groups, and may not be pledged to a fraternity or sorority or live in a fraternity or sorority house. Individuals in this group will be required to live in the University dormitories or in the homes of their parents.

VI. The earning of a scholastic average of 1.5 or higher (a grade midway between a B and a C) for the work of the year in the program outlined in Item IV will be accepted as sufficient evidence to justify full admission to the University with advanced standing in the subjects for which a passing grade has been made. Each case of scholarship average between 1.5 and 1.0 will be considered on its merits. Members of the Experimental Entrance Group who do not earn a 1.0 scholastic average will be denied further enrollment in the University until the usual entrance criteria have been met.

(*Experimental Entrance Program in the College of Letters, Arts, and Sciences, University of Southern California*. University of Southern California, Los Angeles, Calif., 1931. 4 pp.)

### 7. Whittier College, Whittier, California

a. *The Correlation Course.* The correlation course and project method at Whittier College is an attempt to develop a "total view," to unify the curriculum by functionalizing it.

At Whittier College we have undertaken to provide a functional education. . . . Here the question was: What can we do in a small four-year college of liberal arts to tie education to the whole of life and still hold steadily to the liberalizing aim?

The answer seemed to lie in two directions: first, in the direction of a situation technique instead of the subject technique; and second, in a movement toward the project technique instead of the honors technique.

While no final decision can be arrived at as to what the basic life situations are until a larger number of case analyses have been made, still it seems fairly clear that the five great life problems (the home-life situation, the vocation situation, the social relationship situation, the avocation or recreation situation, the religious situation) . . . are not only typical but absolutely vital. . . . To introduce these situation-problems into the classroom as the core of the educative process and make a detailed analysis of them as the basis of intelligent adjustment seemed not only desirable but an absolute necessity.

The method of accomplishing this at Whittier College is the elaboration of a device which has already gained wide acceptance in American colleges; namely, the orientation course. . . . To avoid ambiguities, "correlation" has been substituted for "orientation." The correlation course is then given the dignity of constituting the core of the curriculum,

and extends throughout the four years of college. A preliminary canvas of these situations during the freshman year for the purpose of seeing what is involved in them and what the main scientific sources of pertinent information are paves the way for a more intensive study of them in successive years. The course is a spiral staircase, bringing the student back to the same problem on successive levels. The sophomore climb is by way of psychological science; the junior by way of social science; and the final turn by way of philosophy and religion.

(Coffin, J. H. *The Story of an Educational Adventure: The Whittier Idea*. Whittier College, Calif., 22-23.)

b. *The Project Course.* The Project Course at Whittier is an independent study plan, as well as an honors course. It differs from the former, however, in that the ground covered is broader and the work more definitely coördinated than in most independent study plans; it differs from the latter in that the subjects to be studied are not predetermined, but arranged for the individual student after a study of the student, himself, and his life interest or vocational purpose. The project also differs from the part-time vocational curriculum in that the purpose is emphatically liberal and educational.

The principles for the administration of project work are as follows:

1. The life interest of the student is made the determining factor in the selection of departments for grouping. For example, if the student's vocational interest is Y.M.C.A. work, his coördinated reading should include religion, psychology, ethics, sociology, literature, physiology, and hygiene. . . . The aim of the project is thus to liberalize the individual rather than to give him professional training. But it undertakes to utilize the vocational interests as the motivating force.

2. The work shall be largely individual in nature, although the student may enroll in such classes as suit his needs. The student shall be largely freed from the usual attendance rules, daily recitations, short-time quizzes, examinations, etc. A comprehensive examination at the close of the course should be given as the basis of graduation. A faculty committee consisting of the heads of the departments concerned shall supervise the work of the student.

3. The project work is limited to the upper-division years . . .

4. In such instances as may profit by it from a scholastic point of view, an apprenticeship of observation and practical work may be arranged with coöperating firms in the community. These apprenticeships shall not carry credit, but are supplementary to, and illustrative of, the reading course.

5. The selection of students for project work shall be made on the basis of both personal and scholastic qualities. Personal qualities, such as initiative, ability to make and execute plans, self-control, ability to work on long-time assignments, etc., shall be given weight as well as high

scholarship for the first two years of college. Maturity of decision as to life work shall also be a factor in the selection. . . .

6. Not more than 25 percent of the upper-division students may be selected as candidates for project work. . . .

The project is for superior students only. It is an independent study-plan like the honors course to which reference has been made, but with two very important differences; namely, (1) the apprenticeship, and (2) the principle of selection of things to be studied.

(Coffin, J. H. *The Story of an Educational Adventure: The Whittier Idea*. Whittier College, California, 25-27.)

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## CHAPTER IV

### THE MAJOR PHASES OF EXPERIMENTAL CHANGE WITH SIGNIFICANT ILLUSTRATIONS

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MEMBERS OF THE  
NATIONAL ADVISORY COMMITTEE  
AND OTHERS

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The original plan for evaluating the changes and experiments reported called for an order of merit arrangement, by each member of the National Advisory Committee, of the changes that seemed to promise most for the improvement of liberal-arts education. It was thought that this would afford a composite arrangement representing the consensus of a group well experienced in educational experimentation and would therefore be of value.

The time seemed opportune for an independent critical appraisal of the work that liberal-arts colleges are doing in the promotion of their *raison d'être*. The procedures and aims of the liberal-arts college have been conspicuously in the public eye, but there has been confusion in the minds both of laymen and of educators as to the proper objectives and educational functions of liberal-arts undergraduate education. Yet never before have so many colleges endeavored to initiate programs leading to sound learning or have so many of them earnestly sought information and guidance for their efforts.

The National Advisory Committee agreed upon the principle that, in appraising the importance of changes, distinction should be made between projects and phases of the educational situation, since certain ventures that appeal to the intellect as excellent might, from the standpoint of phases of education, not be important. They decided that consideration should be given to weaknesses, abuses, and merits, the experiences of others, consistent and inconsistent practices, and that the resulting list of ventures that was agreed upon as illustrating major phases of experimental change should not be considered as thereby receiving any certificate of approval from the Committee, but merely as a list that was representative. It was kept in mind that certain important colleges had not reported and that in several of them experiments were in progress that, on account of the length of time during

which they had been carried on, deserved description more than some of those that had been reported on.

The difficulties encountered by those who attempt an evaluation of this sort cannot be set down at length. Chiefly, the Committee felt it difficult to compare undertakings of such wide variety and to evaluate innovations on the basis of descriptions, even though these descriptions were most discriminately made. The Committee agreed on the seven major phases of experimental change and the illustrations of each that follow as being the most significant for the improvement of liberal-arts education of all those reported from the three hundred fifteen colleges.

In each of the institutions selected as illustrations a person thoroughly acquainted with the development within the institution was asked to present briefly an account of the venture, considering its history, growth, and value for the improvement of liberal-arts education within the institution and its general possibilities in all institutions of similar type.

## I. DEVIATIONS FROM THE FOUR-YEAR HOMOGENEOUS UNIT

### 1. The University of Chicago

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C. S. BOUCHER

Dean of the College of Arts, Literature, and Science

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The first president of the University of Chicago, that vigorous and daring educational leader, Dr. William Rainey Harper, provided for deviation from the four-year homogeneous unit when he divided the academic year into four twelve-week quarters. The unit of credit adopted in place of the traditional semester-hour unit was the quarter-course, called locally a 'major'; junior college classes met five hours a week and senior college classes four hours. Three majors (courses) at a time was the normal schedule for a full-time student. With thirty-six majors required for the bachelor's degree, the four-year homogeneous unit could have been maintained only if all students carried three majors during the autumn, winter, and spring quarters, dropping out of residence during the summer quarter, during four successive years; superior students, however, were permitted to carry four majors a quarter, and any student could pursue regular work in the summer quarter.

Thus, from the very beginning there has been deviation from the four-year homogeneous unit at the University of Chicago. With four convocations a year, one at the close of each quarter, for the award of degrees earned, this deviation has reached the point where fewer than 35 percent of the bachelor's degree candidates at any convocation constitute a four-year homogeneous unit. Some of the candidates complete the requirements in less than four years, but a greater number take more than four years, coming into and dropping out of residence as personal circumstances may have permitted.

All this deviation from the four-year homogeneous unit to date, however, has been entirely in terms of periods of residence and the number of credits earned while in residence; the number of credits required for each degree candidate has been uniformly the same—36 majors, or 120 semester-hours, with the major equal to  $3\frac{1}{3}$  semester hours.

Having been increasingly impressed by the great differences, even among satisfactory students, in capacity and in the effectiveness with which they apply their capacity, and having devoted four years of serious study to the matter, we have recently decided that the freshman class entering in the autumn, 1931, shall graduate not on the basis of course-credits but on the demonstration of achievement measured by comprehensive examinations. This will probably result in no greater degree of deviation from the four-year homogeneous unit than we have had in the past, but the most significant factors will be changed. Freed from the toils of the course-credit system, a student may make progress as rapidly as his interest and capacity may lead and permit, with the single limitation that a degree will be awarded to no student who has been in residence for less than three quarters—a 'regular' academic year. A student who has the ability and is qualified to do so, however, may pass the examinations for completion of the junior-college requirements at the end of his first quarter, pass the examinations for the bachelor's degree at the end of his second quarter, and spend his third quarter on work for the master's degree, though he will not receive the bachelor's degree until the end of his third quarter of residence; and the time required for the master's degree, or even the doctor's degree, will depend likewise solely upon his capacity.

We anticipate that the majority of our students will need four years of three quarters each for the completion of the requirements for the bachelor's degree, an additional year for the master's degree, or an

additional three years for the doctor's degree. This means merely that the standards of achievement are set at such levels that we expect, in the light of experience, that the majority of our students will need the time indicated above to fulfill the requirements. The superior student, however, can save time and make progress in exact conformity with the degree of his superiority. And, in addition, it should be noted that all students will have to demonstrate real and significant achievement for the award of a degree—something which many of us believe has not been true in the past in too many instances in too many institutions in the case of the bachelor's degrees, and perhaps in some instances in some institutions in the case of higher degrees, under the course-credit system.

## 2. The University of Buffalo

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SAMUEL P. CAPEN  
Chancellor of the University

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The homogeneous four-year unit passed with the advent of the elective system more than a generation ago. The reaction from the elective system to the group system did not restore it. Nor could it now be restored, for two cogent reasons. First, the expansion of the field of knowledge and the constant shift in the social utility of the several subjects preclude the possibility of organizing a single curriculum that shall represent a general education valid for all individuals. This has been shown in scores of futile attempts which have resulted in futile compromises, satisfactory to no one. Second, college officers have come generally to recognize the range and variety of individual differences and to abandon the effort to fit all students to a single mould.

Every significant development of the last twenty years has been in the direction of making curricula and degree requirements more flexible. Typical of such developments are the widening scope of concentration possibilities, honors courses in which methods of work and quality of achievement are stressed rather than a particular content, and the organization of programs of study looking toward vocational preparation. Thus far these concessions to a changing world and to the variations in individual talent and incentive have generally been confined to the last two years of the college course, the so-called 'senior college.' The junior college still writhes in the grip of the old tradition that

every educated person should sample the several varieties of intellectual experience as formulated in the grand divisions of learning. The prevailing junior-college requirements represent the *reductio ad absurdum* of the ancient and discarded theory of the college. If the four-year college cannot determine and cannot compass the content of a universally valid general education, much less is this likely to be possible with the narrow limits of a two-year period of study. Only a few institutions, however, have ventured to break with the old tradition entirely.

The University of Buffalo, after several years of study and experiment, has reorganized the work of its junior college. The senior college in this institution is now conducted on the tutorial plan throughout. The object sought in the junior-college reorganization is to bring the programs of freshmen and sophomores into line with the individualized curricula of the two upper years. The only subjects now required of all students are hygiene and physical education. English is required, without credit, of those who cannot pass a satisfactory achievement test at entrance. For the rest, the junior-college program is elective. However, election is guided in the direction of integrated and coherent programs in two ways: first, each department prepares a statement indicating those courses which students intending later to do tutorial work in the department should include in their junior-college programs; second, the staff of the Personnel Office, together with a large group of advisers, counsels the underclassmen at the beginning of each term, and every program must finally be approved by the Personnel Office.

Three groups of freshmen are easily identifiable. (1) A few know the field in which they intend to specialize and do not change their minds. In dealing with these, the adviser's task is to see that they secure all reasonable breadth of outlook and at the same time have the opportunity to begin effective work in the subject of their choice. (2) Many students know only that they are interested in certain types of subjects, *e.g.*, the natural sciences or foreign languages. Such students are advised to choose the courses that will have value both for themselves and as preparation for tutorial work in more than one department. To facilitate the progress of these students, the various departments are arranged in cognate groups, each of which agrees upon a selection of junior-college courses that it believes to have value as general preparation for senior-college work in any department within

the group. (3) The third type of freshman has no localized interest. For him the first year is properly an exploratory period, during which, by a wide spread of election and by advice, he is led to discover a focus for his later concentration.

The differences in individuals relate to their intellectual pace as well as to their predilections. If some persons require four years to do the work which the college demands for its degree, others may require five or only three. The University of Buffalo does not consider the four-year period sacrosanct. It holds that the degree should be awarded for achievement, not for time served. It has, therefore, made special provisions for intellectually mature students of high ability who wish to shorten their combined high-school and college courses. By arrangements with the principals of the Buffalo High Schools the University officers are put in touch as early as possible in their high-school courses with students of this kind who expect to attend the University. Advice is given them with respect to their school programs and extra work is outlined for vacation periods. After entering college, they are placed in special sections during their first year. If successful, they are allowed to enter upon tutorial work at the beginning of their second year and to graduate at the end of the three years. During the past two years some fifty students have availed themselves of this opportunity. The presence of this body of students is valuable in the college. By matching them with other brilliant students pursuing the normal four-year program and comparing the two groups, interesting facts regarding motivation and achievement have been revealed.

## II. THE REORGANIZATION OF CONTENT TO EMPHASIZE FIELDS OF LEARNING OR THE RELATION OF BRANCHES OF KNOWLEDGE

### 1. The University of Wisconsin

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ALEXANDER MEIKLEJOHN  
Chairman of the Experimental College

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"It is easier to see and to insist that a college should have a required course of study than to secure agreement as to what the requirements should be. When once the field of knowledge is broken down into parts, it seems impossible to bring them together again into any common meaning which shall win common acceptance from all the partisans. At this point the Experimental College has made a suggestion which

may be worth testing. It rejects completely, so far as liberal study is concerned, the breaking of knowledge into parts. It starts from the perception that what we wish our students to attempt is an understanding, not of the parts of the social and individual living of their time, but of that living as a whole.

"Young Americans need to learn to think intelligently about life as it presents itself to any one who lives in America to-day. What should they study to prepare themselves for this? The suggestion which we have in mind is that students and faculty together should take some striking and significant episode in human experience and study it as whole. They should attempt to understand in all their aspects taken together the experiences, thoughts, conditions, appreciations, successes, and failures of some civilization which in its own day trod the human stage and played its part in the never-ending drama. The plan is that in the two years of the Experimental College two great civilizations (or possibly three) should be studied in terms of their likenesses and differences with each other and with our own. In the freshman year we may take the Athenian civilization in its great period and in the sophomore year English or American life in the nineteenth century. Between these, if the periods were shortened, might be inserted a study of some section of the Middle Ages or of the Renaissance. But in each case the essential attempt would be to discover, chiefly in the literature of the people studied, an understanding of them and their world in its most important aspects and meanings. Between such civilizations there would be of course deep and significant contrasts and also still deeper and more significant similarities. If the attempt should succeed, the young American might begin to see himself, his fellows, his country, his world, in the light of likenesses and differences out of which understanding can be made.

"It is an approach so radically different from that of the 'subjects' of the present curriculum that no one can too rashly predict its results. But similar experiments in the lower schools have won large success, and on the college level more than on any other the logic of the situation seems to be drawing us toward them. Our attempts to understand a civilization by studying 'subjects' have had the general success of attempts to make trees by nailing together planks or gluing together sawdust. Surely it is time that we tried the experiment of becoming acquainted with a civilization as a living whole."<sup>1</sup>

<sup>1</sup> Meiklejohn, Alexander. "The Experimental College." *Bulletin of the University of Wisconsin*, March, 1928: 11-12.

GLENN FRANK  
President of the University

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"The procedures of the Experimental College have been elaborated in the interest of three major objectives, all of which seem to me imperative if we are to realize a maximum of reality in liberal education. The first of these objectives is the greater integration of the materials to be studied in the freshman and sophomore years. This is the problem of the curriculum. To date, experimentation has been largely confined to the materials outside the sciences and the languages. Students in the Experimental College have been free to enroll in science and language classes outside the experimental unit. We have deliberately effected an extreme integration of the materials to be studied, substituting for the study of a wide range of separate subjects the study of two contrasted civilizations—the civilization of Athens during the fifth century and the civilization of modern America. In the end, it may be found that, for practical purposes of teaching in a large college with a fairly rapid turnover of instructional staff, this integration should be less extreme. But of the soundness of the principle I do not have even the suggestion of doubt. For purposes of technical scholarship the extreme 'subjectizing' of material is helpful; for purposes of liberal education it is, in my judgment, harmful. The educational success of even the extreme integration of the curriculum of the Experimental College, as far as the students in this particular venture are concerned, is, in my judgment, clear beyond question. . . .

"The essence of the enterprise . . . lies in its dramatization of the three principles of integration, informalization, and socialization as imperative in the development of a genuinely effective liberal education. Its uniqueness lies in the fact that it faces the problem of the liberal-arts college without obligation to follow any established traditions, with which even the boldest innovator would compromise if experimentation had to be carried on in an old and large college as a going concern. Its importance lies in the fact that it is building up a body of experience and data respecting the feasibility of the application of these principles of integration, informalization, and socialization to our higher education."<sup>2</sup>

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<sup>2</sup>Frank, Glenn. "The Experimental College." *The Journal of Higher Education*, 1: June, 1930, 305-307.

### III. HONORS WORK, THE TUTORIAL METHOD, AND GENERAL EXAMINATIONS

#### 1. Swarthmore College

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RAYMOND WALTERS  
Dean of the College

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A decade ago a kind of fog seemed to have settled upon American college education. There was confusion as to the purpose of the liberal-arts college. There was perplexity as to its methods. There were prophecies that, between the graduate and professional schools above and the secondary schools below, the college curriculum would be squeezed from four years to two years—or none; that the liberal-arts college, in a word, was doomed.

In the past decade a way out of the fog for the liberal-arts college has been more than indicated. Four institutions were pioneers in demonstrating vital possibilities to-day both for the large college and for the small. They are Harvard, Princeton, Smith, and Swarthmore.

Fundamentally the doctrine upon which each has worked is the same. The doctrine departs from the conventional system of classes, courses, credit hours, and extreme freedom of electives which had grown up in the American college of the half century preceding 1920. In place of these there is a positive and vigorous program of which the basic principles are as follows:

- a. The college student should learn to educate himself.
- b. The student should receive stimulus and guidance from his teachers, but he needs a good deal of time to himself to accomplish his task of self-education.
- c. The objective for the college student should be a thorough knowledge of some one field, a large subject or a group of related subjects.
- d. The student should be tested at the close of his college course in examinations covering the whole field of his concentrated study.

The various systems of Harvard, Princeton, Smith, and Swarthmore frankly utilize some things which have long been successful abroad—the tutorial methods and the honors and pass system of Oxford and Cambridge. As a matter of fact, however, these American adaptations are different from anything in England and in Europe.

There is, moreover, beyond differences due to local conditions, one sharp basic difference in the American plans. Thus, at Harvard and at Princeton the program of general examinations and tutors applies

to all of the upper-class students and all continue a limited amount of work in course. The honors program at Swarthmore is restricted to those upper-class students who volunteer to take it and who are judged by the faculty to be well qualified in the desired field, and they then devote their full time to it with no work in course.

In the past ten years the comprehensive, or honors, idea has spread throughout the country and to-day about one hundred colleges and universities are utilizing it in some department or field.

In that educational fog of the decade preceding this, a clear guiding note was sounded by Dr. Frank Aydelotte. His inaugural address as president of Swarthmore College on October 22, 1921, presented an educational analysis, an ideal, and a method which have taken on historic importance in view of the later wide recognition of the honors doctrine Dr. Aydelotte then propounded.

The actual beginning of honors work at Swarthmore was in 1922. There were eleven students during that first year. The story of slow, but steady growth has been recorded by Dr. Robert C. Brooks in his book, *Reading for Honors at Swarthmore, 1922-27*. For the past five years the advance has been more rapid until, in the current year, well over 40 percent of the two upper classes are doing honors work.

As to results, the record at Swarthmore is regarded as very satisfactory. Honors students take intellectual work seriously, they apply themselves to it, and they reach higher standards than formerly prevailed. Those graduated under this program have acquitted themselves well in professional schools, in the professions, in business, and in industry.

President Aydelotte has declared that the precise method is secondary to the principle of honors work, and at Swarthmore there has been considerable change in method in the years since 1922.

Just what is the method as it is followed at Swarthmore now? The first two years are exploratory and basic, designed to give students a chance to ascertain their field of interest and also to obtain fundamental training in it. Class instruction, lectures, and laboratory work are utilized. If they show capacity and promise in freshman and sophomore subjects leading to some field of honors study, students are then accepted, upon application, to read for honors in that field during the two upper years.

Swarthmore offers honors work at present in four main divisions: the humanities, the social sciences, mathematics and the natural sciences, and engineering.

When they are accepted as qualified, students are referred to a statement of the field to be covered. As Professor Brooks has observed, honors work is "arranged in terms of books to be read or topics to be covered, not in courses with all the familiar paraphernalia of numbers, titles, descriptions, hours of credit, and the like." The student's job is to gain a command of his field by his own reading, by discussion and instruction in weekly group meetings conducted by professors, and, for science and engineering students, by work in the laboratories. He thus prepares for examinations at the end of his senior year—papers set by external examiners to test the thoroughness of his knowledge.

Within the limits of the week as a unit for assignment, honors students may work up material in their own fashion. There are set hours for the weekly group conferences, but there are no set hours for study. Most honors students start study early in the day, and shortly after breakfast we would find them in the college library, in their own dormitory rooms, and sometimes, on pleasant fall or spring days, reading on the campus benches or in the court of the Clothier Memorial. Instead of being compelled to flit from one class in this to another in that, and to a third in something else, they have the whole morning for uninterrupted attention to Chaucer's *Troilus and Cressida* or to Bryce's *American Commonwealth* or to vector analysis or to comparative neurology.

Along with their reading for the week the honors students have assignments which give opportunity for some measure of creative expression. In the social sciences and the humanities divisions this is the writing of papers on some phase of their reading; in the natural sciences it is solving some problem in the laboratory. In all honors divisions there are questioning and debate in the conference meetings, which are held two and, in a few instances, three times a week. For two hours at least, and usually longer, the presentation of papers and discussion goes on. There is a stimulating give-and-take in the honors seminar, with the professor serving not as a schoolmaster among pupils but as an older scholar guiding younger scholars.

The test of the whole process comes at the end of the two years in a series of comprehensive examinations, including an oral, upon the basis of which students are graduated 'with honors,' 'with high honors,'

or 'with highest honors.' The examinations have been set by professors of Harvard, Yale, Princeton, Columbia, Pennsylvania, Johns Hopkins, Chicago, Michigan, Wisconsin, Virginia, Bryn Mawr, Amherst, Haverford, Brown, Wesleyan, Rutgers, Lehigh, Lafayette, College of the City of New York, and the University of Oxford. In 1931, ten Swarthmore students were graduated with highest honors, nineteen with high honors, and twenty-seven with honors.

No statement of the honors program at Swarthmore would be complete without a word as to its effect upon those who teach under the program. As Professor Arnold Dresden has said, "The teacher is no longer the student's potential judge and executioner. They work together to gain knowledge and to intensify interest. . . . Such teaching develops a quality of adventure." Under the honors program the teacher "retains a youthful zest," he is in an atmosphere "in which the research spirit can thrive"; his work is "worthy of his real devotion."

## 2. Reed College

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BARRY CERF  
Professor of Comparative Literature

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The faculty of Reed College is of the opinion that in a college as small as Reed (370 students in 1930-31) a separation of the student body into 'pass' and 'honors' students is unwise. It cherishes the ambition to graduate none but superior students. The elimination of unpromising students is more drastic at the present time than ever before. The standard for admission is high; yet, even so, about 15 percent of the freshmen are not permitted to return. At the end of the sophomore year the student must not only pass his examinations with a creditable grade, but must also be formally accepted as fit for junior work by one of the four divisions which compose the instructional staff —history and social science; literature and language; mathematics and natural science; philosophy, psychology, and education. Divisions accept only students who show evidence of especial proficiency in their particular fields. Thus a student of average competence in all his work but of no marked ability in any field is likely to find the junior year closed to him. The general examination at the end of the junior year is intended to serve as a final and effectual safeguard against the entrance into the senior year of students of less than honors

From the day of his admission the student is thrown upon his own responsibility. He is told that no record of his class attendance will be kept and that he is free to attend or not as he pleases; that he is placed entirely on his honor (examinations, for instance, are invariably unsupervised); that he will never be prodded to work; that his instructors will be at hand to guide and help, but not to scold, threaten, or cajole; that, in short, he will be looked upon as an adult capable of educating himself, eager to learn rather than to be taught, and willing to find within himself the disciplinary power necessary in such a process. Under these circumstances the right kind of student develops self-reliance, responsible independence, and intellectual initiative.

The tutorial method has for a decade been a fundamental characteristic of the instruction at Reed College. Lectures have long since been reduced in significance and number to what seems a satisfactory minimum.

In the freshman and sophomore years classes are divided into small conference sections, which are not question-and-answer quiz groups but periods given over to free conversation, directed but not dominated by the presiding instructor on the basis of questions raised by the students. In addition to these group conferences each student has frequent individual conferences with his instructor. Every encouragement is given the student to carry what is officially called 'independent study,' in connection with which he is under the constant guidance of an instructor. In 1930-31 approximately half the students of the college (including practically all of the juniors and all of the seniors) were engaged in some form of individual work. In the junior and senior years so much of the work is done independently that classes are extremely small (an average of 6.1 students in 1930-31) and are in reality tutorial groups.

Since the inauguration of the college twenty years ago, two general examinations have been looked upon by students as the critical moments of their course. Both are divisional, not departmental, presupposing a certain degree of competence in a fairly wide field. The junior examination, given in the spring, is oral or written. The senior examination is oral, two hours in length, and conducted by all or most of the instructors in the division, aided by a member of some other division, and by a person who is not connected with the college, usually a professor from a neighboring college. One hour of this examination is given to a probing of the student's understanding of the field covered

by his thesis, to which about half the time of his senior year has been devoted and which is the most important single effort of his whole course. To meet the demands of the second hour the student must possess a general knowledge of the whole field of his division and a more detailed knowledge of a restricted portion. An extensive written examination, supplementary to the oral examination, may be imposed at the discretion of the division.

The Reed method of treating all students as if they were honors students has been highly successful. I have noticed that most students who come to us at the beginning of the junior year from colleges in which they have been looked upon as less than adults are lost for the first few months and only with great difficulty acquire the degree of self-sufficiency which our students possess. Each year as our seniors leave us and I estimate their development during four years, I have the feeling that, with surprisingly few exceptions, they have risen beyond themselves. I ascribe this result to the fact that the college commits them to their own resources on the day they enter the college, granting them large freedom with full responsibility for the outcome, while offering to them constant friendly interest and guidance.

### 3. The University of Buffalo

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SAMUEL P. CAPEN  
Chancellor of the University

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Honors work, the tutorial method, and the general examination all have the same end in view, the vitalization of college education. Each is essentially a device which embodies a single principle. In a given institution one may be in force without the others, two may be used, or all three. Some form of honors work is undoubtedly the most widespread of the three among American colleges.

Whatever may have been the motive for the first experiments with honors work, its popularity is chargeable to disgust with the credit system. College education as dominated by the credit system has proved to be largely without motivating power and without coherence. The two reforms that have been most successful in correcting the abuses of that system have been the general examination and honors courses. Both are designed to develop the student's ability to use intellectual materials independently. Both imply the measurement of education in other terms than time spent.

The evolution during the past eight years of the program of the senior college at the University of Buffalo is the result of one sincere attempt to escape from the paralyzing influence of the credit system. So-called 'honors courses' were introduced in 1923 and were open at first to a few superior juniors and seniors. From the beginning the honors courses of this institution were not exactly like any others. They represented neither additional work nor an alternate set of requirements in the form of a syllabus. They represented, rather, increased liberty and the adjustment of each honors student's assignment to his needs and desires. In effect, a curriculum was made for each honors student. Its focal point was the department in which he proposed to specialize. The head of this department and a committee of the faculty arranged with him a program of work covering two years in which his special subject received the principal emphasis. The general objectives of his work during the whole two years were outlined for him. At first there was some vagueness as to how this work should be done, whether in regularly organized courses or in private study; and how it should be tested. The need for greater certainty on these points caused the introduction of both the tutor and the general examination during the second year of the experiment.

Since 1924 the general plan of honors work has remained substantially unchanged. Its details have been perfected; the faculty has learned how to operate it more effectively; the achievements of students have improved; as will shortly be described, the whole senior college has now been committed to this plan of study. The characteristic features of the plan, other than those already noted, are as follows:

The head, or some other member, of the department in which the student is specializing becomes his tutor to direct his study—largely through the medium of informal conferences at stated intervals—and to assist him to coördinate the knowledge and the points of view that he acquires from various sources. The tutor is not a quiz-master. The work of the student does not consist of definite short assignments. Some of it is done in courses; a considerable part of it outside of any course. Indeed, courses become a matter of secondary concern, useful in some cases as a means to an end, in others largely negligible. In other words, the student is expected to work independently over a long period toward a goal defined in advance. At the end of his senior year he is tested by comprehensive examinations, both written and oral, and in some departments by a thesis.

In 1924 the college faculty voted to conduct the senior college entirely on the honors basis as soon as possible and to accept for candidacy for the bachelor's degree no students who were unable to follow such a program. Before this step could be taken, several other things had to be accomplished. The standards of admission to college and retention in college had to be raised to exclude most, if not all, students who would be unable by the time they reached their junior year to meet the exacting requirements of this type of study. The faculty had to have experience with the new and difficult form of teaching demanded by the tutorial relationship. It was also necessary greatly to increase the size of the faculty, since tutorial instruction is largely individual instruction. While these objects were being achieved, a constantly growing percentage of the junior and senior classes was admitted to study on the honors basis.

By the spring of 1931 it was judged that the conditions antecedent to the complete transformation of the senior college had been met. It was accordingly voted to conduct all work in that division on the tutorial basis beginning in September, 1931.

No further radical changes of method are involved. The term 'honors courses' is dropped and the term 'tutorial plan' is substituted as a descriptive designation. The only other important innovation is represented by the method of admission to the senior college. To be admitted, a student who has completed the work of the junior college must be adopted by some department as a tutorial student. If the department of his first choice will not accept him, he may, perhaps, find another that will. Unless accepted, he cannot continue in the college.

The operation of the whole senior college on the tutorial plan is highly selective. It is also expensive. The ratio of faculty to students in the College of Arts and Sciences at the University of Buffalo is one to nine, and it is yet to be proved whether the faculty is large enough. Past experience with an unusually large group of honors students, however, gives ground for the belief that the University's human resources will suffice for the new experiment.

#### 4. Harvard College

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A. C. HANFORD  
Dean of the College

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The most important plans that have been developed in Harvard College in recent years for the promotion of greater intellectual activity among the undergraduates and for the stimulation of scholarship include (1) the general examination system, (2) the tutorial system, (3) the reading periods, and (4) the house plan. In the development of these experiments the College has been guided by the principles that all education beyond elementary training is self-education; that so far as possible the work of the student should be adjusted to fit his individual needs and ability and to treat him as a whole; that young men crave competition in their academic work as well as in athletics and extra-curricular activities; that they should have their attention directed toward a somewhat distant goal that will not only hold their interest over a period of several years but also measure their accomplishment within a chosen field at the end of their college course; and that the social and physical environment in which undergraduates live has an important influence on their academic work.

*Concentration and Distribution.* The first step toward the recent developments was taken in 1909-10, when the faculty of Arts and Sciences modified the old system of free electives by the establishment of a plan of concentration and distribution based upon the idea that the student should take a sufficient number of courses—usually six or seven—in some one field and its allied disciplines to give him a systematic knowledge of a particular subject and that he must distribute the remainder of his courses so as to have at least one course in each of the following basic subjects: literature, science, philosophy or mathematics, and history. The new plan of concentration and distribution accomplished almost immediately the aim of leading the undergraduate to plan his work during the upper three years as a whole, but it was discovered very shortly that the mere election of six or seven courses in a field of concentration did not of itself produce the systematic knowledge and mastery of some one subject as was intended. Too often the courses within the field of concentration were taken as individual units, to be forgotten with the passage of the final course examinations. and in many cases with very slight or no attention to their

interrelations. At the time when the plan of concentration was under consideration, President Lowell had in his annual report expressed the hope that "under the new rules for the choice of electives, some form of general examination at the end of the college life on the principal field of study will be more commonly required." Since 1873 a general examination covering the field of concentration had been commonly required of candidates for honors, but the idea of extending such a test to all candidates, honors as well as pass, was a new one.

*General Examinations.* The initial experiments with general examinations applying to all candidates for a degree were made by the Graduate Schools of Medicine and Divinity in 1911-12, rather than by the College. These developments, however, attracted the attention of certain members of the faculty in the College, and in 1912-13 the Division of History, Government, and Economics, after careful consideration, voted that in order to be recommended for the degree all students in that division should at the end of the senior year pass a general examination to test their grasp and understanding of their field of concentration and its related subjects. Started as an experiment in one division about twenty years ago, the plan met with such favor that other departments, one by one, took up the idea, with the result that to-day general examinations, or 'divisionals,' as they are popularly called by the students, exist in all fields of concentration except chemistry and the small field of astronomy with mathematics. No attempt has been made to legislate the general examination system into all departments; they have been free to adopt it or leave it alone as they saw fit. Also, there has been no desire to establish a uniform system of examination, for each department has been permitted to adjust the plan to its own special needs. Reviewing our experience, we are convinced that this method of piecemeal adoption was a wise one, because it allowed experimentation, flexibility, and gradual extension as the new plan proved itself in the departments which tried it first.

Although varying in nature with the several fields, the general final examinations that come at the end of the senior year have a common purpose and present certain common features. They consist usually of two or three written examinations, each about three hours in length, prepared by a special board of examiners for each division or department, and given early in May of the student's fourth year. For honors candidates there is also an oral examination in most of the departments. The examining boards are appointed by the Corporation and thus

given a very definite official standing and prestige. In the larger divisions the members of these boards are relieved of a part of their teaching load, because the task of preparing general examinations with numerous optional questions, the reading of the papers, and the conduct of the oral examinations, requires a great amount of time and thought. Students who pass the general examinations either satisfactorily or with a certain average as determined by the respective departments are excused from the final examinations in courses within their fields of concentration, thus making it possible for them to devote their individual attention to the general examinations and also setting up this examination as the climax to their college work. In order to receive the bachelor's degree, therefore, every student in Harvard College must not only pass the required number of courses, but he must also pass a general examination in his major field. At first, about 10 percent of the candidates taking the general examinations failed them, but in recent years the proportion of failures has been reduced to about 7 percent. Most of those who fail attempt the examinations a second time in the following year, and of these about one half finally succeed in obtaining the degree.

The general examinations are not given for the purpose of *reexamining the courses* that the student has taken in his field of concentration and its allied fields, but are *examinations of a whole subject*, such as English literature, economics, history, government, philosophy, history and literature, fine arts, physics, mathematics, geology, and so on, in order to determine how thorough a mastery of the subject the student has obtained from his courses, tutorial work, and independent reading. As explained by President Lowell in a recent annual report, the aim of the general examination is "to measure the power or capacity to use and correlate knowledge. The object is not so much to find out what facts the student knows as to find out how far he has grasped their meaning, how fully he can apply them, how far his studies have formed a part of his being and developed the texture of his mind; in short, not whether he has been duly subjected to a process, but what, as a result of it, he has become." Because of their scope and nature, then, the general examinations differ from course examinations, which cover a narrow field, place a greater emphasis on facts, and too often are designed primarily to determine whether or not the student has done the assigned reading.

*The Tutorial System.* When the general examinations were adopted by the Division of History, Government, and Economics, it was felt that the student would need some guidance and individual instruction before he could satisfactorily pass the new test; so provision was made for tutors. Some of the divisions that later adopted the general examination plan attempted at first to get along without tutors, but the results were so unsatisfactory that they eventually provided for them, so that at the present time the tutorial system exists in all of the departments except chemistry.

When the student commences his concentration at the beginning of the sophomore year, he is, therefore, assigned to a tutor in his field of concentration who also becomes his adviser in regard to all his studies. The average number of students assigned to a full-time tutor is twenty-five; if he also gives course instruction, the number is decreased proportionately. It should be emphasized that the tutors are not a subordinate type of instructor like assistants; they are teachers of all ranks from instructors to full professors. Many of the tutors give course instruction as well, and this is the ideal toward which we are striving. The chief difference between the tutors and other members of the faculty is in the methods which they employ; the term tutor, in other words, does not represent a particular grade of instructor or rank, but rather one who is engaged in a special mode of instruction.

The tutor meets his students each week, generally individually or sometimes in small groups of two or three for tutorial conferences that usually last one hour; in the tutorial conference the student reports on the reading that has been assigned either orally or more generally by writing a short essay which he reads to his tutor. The work assigned by the tutor has for its purpose the correlation of the material assimilated by the student from the related courses within his field of concentration, the closing up of gaps between these courses, the filling in of background, and the development of the habit of independent reading, so that the student may have a more complete grasp and systematic knowledge of his subject, and may come to see it as a unified whole and not as a series of unrelated groups of facts or ideas or as so many courses kept in watertight compartments. In other words, tutorial work is a form of intensive individual instruction in a broad subject adjusted to the capacity and needs of each individual. It should be made clear, however, that the tutor, unlike the preceptor,

does not guide the work of his students within a course but in the subject as a whole.

The successful tutor is one who says very little himself, because if he does otherwise, the tutorial conference degenerates into a lecture and the tutor into a coach. The function of the tutor is, therefore, not that of a coach whose task is to cram the student with facts that will help him in passing the general examination; his aim is rather to get the student to do the work himself, acting on the principle that the most important type of education is self-education and that the student grasps, retains, and masters what he works out for himself better than that which is presented to him in predigested form by others. The principle of self-education is still further applied, since course credit is not given for tutorial work and there is no return of grades.

*Reading Periods.* In 1927-28 a further step was taken in the direction of encouraging more independent work on the part of upper classmen by the establishment of 'reading periods' during which lectures in courses not regularly open to freshmen and tutorial conferences are suspended for two and one-half weeks following the Christmas recess and for three weeks in May just prior to the final examinations. During these reading periods optional books and topics are assigned which the students are expected to cover independently and on which they are tested in the mid-year and final examinations. It should be noted, however, that although the reading periods come just before the examinations, they are not in any way to be regarded as equivalent to the 'pre-examination periods' that have been established in some places, because the mid-year and final examinations themselves extend over a period of two and one-half weeks, thus allowing ample time for review for most students who arrange their schedule properly.

Through the reading period plan there are provided two short periods when the upper classmen may work by themselves on reading and essays assigned by instructors and tutors, test their own powers, and develop their own resources. In fact, the central idea of the reading periods is to induce men to study entirely on their own and to stimulate original effort.

Although the general examination and tutorial systems apply to all upper classmen, special arrangements have been made for honors candidates, the most important of which is provision for 'course reductions,' under which the burden of formal course requirements is lessened. In order that honors candidates may have more time for independent

work and for study with their tutors, the faculty in 1924-25 provided that such candidates as are recommended by their tutors and the dean may reduce their requirements for the degree by two courses, one of which may be dropped off in the junior year and one in the senior year, or both in the senior year. 'Course reduction,' as it is popularly called, has made it possible for especially qualified honors candidates with a lightened course burden to work more 'on their own,' to do a large measure of independent study under the guidance of tutors, to visit lectures that are of peculiar interest to their fields, and to devote more time to their honors theses.

*The House Plan.* As the general examination and tutorial systems developed and the interest in scholarly achievement was increased, the need for a more satisfactory environment in which to carry on the social and intellectual life of the upper classmen became increasingly apparent. For over twenty years authorities of the College looked forward to the ultimate division of the upper classmen into smaller residential units. The fruition of this idea, however, seemed far distant when in 1928 its realization was made possible by a magnificent gift from Mr. Edward S. Harkness, Yale '97.

Under the house plan there have been established seven houses, each of which provides for about 200 to 280 men divided equally between the three upper classes and chosen in such a way that each house represents a cross section of the entire college as far as schools, activities, interests, and fields of concentration are concerned. Three of the houses are entirely new, while the other four have been made up of existing dormitories with certain new construction. Altogether the houses will provide quarters for about 1765 upper classmen. Each house has at its head a resident member of the faculty as master; a senior tutor as assistant to the master; a group of seven to ten professors from different departments as associates; and a dozen or more tutors in various fields of concentration, some of whom, if unmarried, live in residence, while the married tutors have quarters in which to carry on their own work and meet their students. Every house has a library, including the important books required in the large courses and books for tutorial and general reading, and also has several common rooms and a dining hall. Men apply for admission to a house of their own choice toward the end of the freshman year, but the final selection rests with the masters.

Men living in the different houses attend common lectures and classes as in the past and are subject to the same scholastic requirements and general college rules. In general, however, each student is assigned for tutorial work in his field of concentration to a tutor who resides in his own house, thus providing for a more intimate, natural, and close contact than has been possible in the past. The living together of younger and older undergraduates and tutors, the close association with professors who have gained eminence in their respective fields, and the accessibility to a library containing most of the important books for tutorial and general reading should provide a more satisfactory atmosphere or environment and do much to foster a richer intellectual and social life.

*Results Obtained.* Between 1917, when the first general examinations were given, and June, 1931, 6352 candidates for degrees have taken such examinations and have also had the full benefits of the tutorial system. It is believed that this period is sufficiently long and the number of men examined sufficiently large to give us a fairly sound basis for drawing certain conclusions as to the effects of these plans upon the intellectual life of the students in a liberal-arts college.

In the first place, the general examinations have served as a most satisfactory educational device for testing the student's grasp or mastery of his major field as a unified whole instead of as a series of courses, taken one by one, and more or less forgotten as each course is passed.

In the second place, the general examinations have provided a somewhat distant goal toward which the student moves during his three upper years and they serve to sustain his interest over that period; they also create a strong incentive for competition among undergraduates.

In the third place, the general examination and tutorial systems have had a beneficial influence on course instruction, because lecturers have come to see more than ever before that their courses should not be conducted as separate entities, but that they should be so offered as to have a definite relation to the field of concentration as a whole. The general examinations, therefore, have been as significant in testing the general effectiveness of course work as they have tutorial work and have raised the tone of instruction as well as that of the work of the undergraduates. In fact, the general examinations constitute the key-stone around which the whole plan of undergraduate instruction in

Harvard College has been built up, a fact which is oftentimes overlooked because of the more apparent and personal nature of tutorial and course work.

Finally, the system of general examinations and tutors has served as a strong stimulus to scholarship and has interested an ever-increasing number of students to strive for honors, with the result that during each of the last five years from 29.2 to 34.5 percent of the degrees awarded in the College have been awarded with honors. As stated in a recent pamphlet on *The General Examinations and Tutors in Harvard College*, the undergraduates "have a more definite aim in their work; and it may be remarked also that something of the competitive spirit in their studies has been restored; for they regard the 'divisional examinations,' as they call them, as a better test of ability and true scholarship than the examinations in the separate courses, where they feel that high marks can be more easily obtained by mere diligence and memory."

It is the general consensus that the proportion of students graduating with honors could not have been raised to almost one-third of the total if the general examination and tutorial systems had been applied to honors candidates only, thus forcing the undergraduate to decide early in his career between working for honors or merely for an ordinary degree. Under the existing plan of extending to all the same opportunity it is possible for a tutor gradually to stir up the interest of certain men who would otherwise not go out for a degree with distinction. By putting *all students* through an honors curriculum rather than a chosen few, the intellectual tone and level of the entire student body has been raised. This opinion is substantiated by the report of a special Student Council Committee in June, 1931, which concluded that "it would be a mistake if, in order to improve the quality of instruction or the level of the work of the honors group, any appreciable body of students were deprived of tutors. A division of the college into two groups, one having tutors and divisionals and the other lacking both (for the divisionals have been proved impossible without tutorial instruction) would be, not an advance, but distinct retrogression." The secondary-school preparation of students is so uneven and the problems of the freshman year so difficult that "any division of the sheep from the goats before the end of the junior year would result in untold injustice. Furthermore, such a division would doubtless reduce rather than increase the number of honors men." This conclusion is the more in-

teresting, since certain members of the Committee approached their investigation with a tendency to favor applying the general examination and tutorial systems only to honors candidates.

Although the experience of the last eighteen years indicates beyond doubt that a system of general examinations and tutors constitutes a most promising method of invigorating a liberal-arts college and stirring up greater intellectual activity among undergraduates, it should not be assumed that these plans have worked perfectly or that they have developed without their serious problems. The framing of examinations of a general nature with numerous options, emphasizing thought-provoking rather than factual questions, and sufficiently comprehensive to test the mastery of an entire subject, has not been an easy task. There has been the equally difficult problem of training, developing, and retaining an adequate staff of tutors, who had to use entirely new methods and who had to learn that their task was to guide rather than to cram their students. There was also the element of expense, because individual instruction is naturally more costly than instruction *en masse*; but here it has been found that there is a certain compensating factor in that tutorial instruction has taken up the slack and filled in the gaps, so that it has not been necessary to increase the number of undergraduate courses. There are also certain details which need readjustment, such as the closer coördination of tutorial and course work; a still further reduction of formal course requirements, especially for honors candidates and seniors; and perhaps a reduction in the number of students assigned to each tutor. These defects are ones of detail, however, rather than principle. As stated in the 1926 *Student Council Report on Education*, the tutorial and general examination systems are no longer an experiment, but "an accepted instrument of Harvard education whose value is no longer susceptible of doubt."

#### IV. THE ADJUSTMENT OF THE CURRICULUM TO THE INDIVIDUAL STUDENT, INCLUDING PREENTRANCE ADVISING

##### 1. The University of Minnesota

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J. B. JOHNSTON

Dean of the College of Science, Literature, and the Arts

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The growing interest in the secondary schools in vocational training and educational guidance, the widespread use of tests of various

kinds, and the discussion of the aptitudes of children in relation to plans of work that will be satisfying to them are all contributing to a rapid change in point of view and opinion regarding higher education. Within a decade it was believed that simply more or higher education was the chief avenue to success in life. Although even the uneducated recognized the need of special schools to prepare for such professions as law and medicine, there was little recognition of special abilities or qualifications *in the individual* as conditions of success in a given profession. Now we are rapidly approaching the common recognition of the fact that the abilities, qualities, and interests of the individual are the matters of first consideration in choosing a profession, vocation, or occupation and in making the necessary preparation for it, whether in school or otherwise.

The adjustment of the curriculum to the individual involves two coördinated programs: one, the study and guidance of the pupil, which should begin at least early in the secondary-school period; the other, the organization of college instruction and administration with the primary purpose of serving the needs of the individual.

Preëntrance advising, in addition to providing vocational guidance at the levels for which secondary education gives adequate training, serves (1) to determine which students should continue formal education, (2) to indicate the type of institution that is adapted to each individual, and (3) to discover which students are adapted to particular colleges. This requires the fullest coöperation of secondary and higher institutions.

In the college, counsellors should acquire knowledge of the student as well as dispense advice; curricular arrangements should render it easy for the student to discover his chief interests; and methods of instruction should enable the faculty to determine the types of work and grade of achievement of which each student is capable.

Classifying and guidance within the college should be organized with reference to the types of training which the particular college intends to offer. A college that aims only at high scholarship must select its entrants with the greatest care and owes to its students the determination at the earliest practicable date of their fitness for the work to be done, so that those who are not adapted to that college may go elsewhere. Colleges that undertake, in addition, to provide cultural opportunities of varying grades owe both to the candidates for scholarship and to the seekers after culture a clear classification of their stu-

dents and a corresponding differentiation of curriculum and instruction. The classification may and should be made largely at entrance with the aid of the preregistration programs, but here again the classification must be tested after registration and the placement of any student corrected in the light of his performance. This means the transfer of students from the higher or more specialized to the lower or more general categories as well as in the opposite direction.

In the organization of colleges, instruction, survey courses, simplified prerequisites, supervised study, and honors work contribute both to guidance and intellectual development. There are necessary also individual curricula for those of great ability and specialized interests, more discipleship between great scholars and their students, and more trying of wings, more intellectual adventure.

Throughout the colleges of all types the focus of interest should be shifted from subjects to individuals. The abilities, interests, and social values of the individual must hold the center of our thoughts. *Fields* of science must be cultivated for purposes of research and the extension of knowledge; *studies* are useful as facilities for expanding, enriching, clarifying, integrating, and maturing the intellectual life of the student. The cultivation of fields of knowledge may be left to those who have a genius for it. Other faculty members should interest themselves in the work of advising, training, and stimulating youth in the pursuit of those studies that contribute to the maturing of their native powers and the fashioning of their individual modes of performance and expression.

At the University of Minnesota the College of Liberal Arts has been steadily developing a program for the adjustment of its work to the needs of the individual student. Following a study (1915 to 1921) of possible means of distinguishing between different orders of scholastic aptitude, information regarding the abilities of prospective students was given to the students themselves and to their parents, and since 1924 ways have been sought to make appropriate distinction in curricular offerings for different types of students.

In the work of estimating scholastic aptitude the college has had the cordial and complete coöperation of the high schools of the state. Practically every secondary school, public and private, gives tests under the direction of the College and reports the standing in high-school studies of each member of its graduating class, arranged in order of rank. The information and advice frankly given to pupils and

parents has been received with universal appreciation and frequent expressions of gratitude for an honest and friendly service. Many pupils have decided not to undertake college work and about twenty percent of those entering have been classified as non-candidates for a degree. In 1930-31 when this classification was advised for an additional twenty percent, the great majority of these accepted it without hesitation. Students beginning their work in this way realize that it means a probation period at the end of which the most of them must give up their ambition for a college education, while the few will be carried on into the lines of work for which they demonstrate their fitness. The question whether (and when) public opinion will support the state university in denying admission to some graduates of state high schools still remains open. At present many of the people directly concerned are accepting the advice given. This offers the alternatives of staying away or probationary entrance to limited, non-degree curricula. What is not yet understood by the public and by many educators is the fact that *work of low rank* in a high school is not evidence of, but rather is definite evidence of, the absence of ability to do college work. The appreciation of this is coming first to the high-school authorities and to those pupils and parents to whom advice is given by this college.

The readjustments necessary to provide differentiated curricula are more difficult and have had to be worked out gradually. It was observed that failure on the part of students whose college-aptitude ratings were low was more frequent and serious in foreign languages, in laboratory courses, and in certain courses which served definitely as introductions to advanced work in specialized fields. Some of these courses are required for any degree and hence students failing in them cannot become candidates for a degree. It is obvious that these very courses will be of little value to those who do not complete a college course but enter some vocation for which a college degree is not required. The first step taken was to deny low-rating students admission to the groups of courses mentioned, while other freshman courses were open to them at their option. At the same time any courses of a practical nature that were available in engineering, agriculture, home economics, and elsewhere were added to the electives open to these students. The list of offerings will be more complete and better calculated to prepare this type of students for the kind of work they will do, as

other units of the university become interested in making a similar distinction among their entering freshmen.

Another feature of the preentrance advising has been a notification that low-rating students will be on probation from the time of entrance. This means not only that their period of residence may be terminated early in case of unsatisfactory work, but that each such student is under the direction of a probation adviser whose business it is to discover whether the individual is in the wrong place, whether he will likely succeed in some other college or course, and to be able, if the student is dropped from college, to state with a greater degree of certainty than formerly that he really is unfitted for the training which the university offers. Thus there is not only an early 'cleaning up' of college enrolment, but also a salvaging of those who will make a return to society for the efforts spent on them.

The chief object of the whole program is to improve the training offered to students of higher ability. The instruction of the less promising in large lecture classes and the early sifting and reclassifying of all freshmen sets free a certain amount of faculty time to be devoted to the higher order of instruction that befits the more capable student and makes possible the expenditure of a larger proportion of available funds for library, laboratory equipment, and other facilities. More attention is paid to the individual interests of the better students, and advisers intimately acquainted with the individual's needs are expected to recommend such special privileges or exceptions as are in the student's interest. Finally, the faculty has authorized the dean to appoint special advisers to take charge of brilliant students and approve curricula if necessary without regard to the printed requirements. In other words, the extent to which the faculty will go in adapting its work to the needs of capable individuals is limited only by the wisdom of its advisers and the resources of the college.

Efforts are being made to discover early those students who are ready for tutorial courses or other forms of independent work. Experiments are being conducted in supervised study for freshmen and in independent study for selected sections. The way is open for any student who wishes to escape the deadening hand of routine, and the faculty will offer him the stimulus of freedom to work out his own salvation and to demonstrate his achievement and power of performance at longer intervals.

All these plans are in flux and should continue so. The simple principles guiding the faculty's efforts are (1) the classification of students according to their abilities, (2) the right of the student to be different and to profit by his individual character, and (3) the use of faculty effort and material resources for the development of the powers that each individual student possesses.

These principles are applicable not only in state universities, but in all private institutions as well that accept freshmen on the certificate plan. The purpose of institutions admitting only on examination is to eliminate at entrance all those of low ratings who in our plan are subject to probation, sifting, and salvaging. This can be done with even greater reliability on the certificate plan when the fiction which regards graduation from high school as a ticket of entrance to higher institutions is replaced by a proper weighing of all available evidence of fitness of the individual. In the meantime, every college admitting by certificate will have many freshmen who are incapable of carrying a college course. Even when these incapables are eliminated, only the first step will have been taken toward the adjustment of the college to its job of training its students with regard to their abilities. Many grades of ability and almost endless individualities remain to be dealt with. The differentiation of its offerings to facilitate the development of individuals is the duty which lies ahead of every college.

## V. LEARNING THROUGH EXPERIENCE

### 1. Antioch College

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ARTHUR E. MORGAN  
President of the College

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Animals and primitive men, as they grow from infancy to maturity, acquire knowledge and develop their latent powers from their experiences and by their efforts to meet successfully the situations in which they find themselves. When the mother cat patiently and persistently trains her kittens in the technique of catching mice and of fighting, she is simply bringing into the kitten's life the experiences which have been most important in the life of the normal cat. She is not trusting the development of the kitten's skill and power to chance and casual happenings.

In this process we have the essence of education. People develop only by having experiences and by profiting by them. But experiences differ in their significance and value, and the accidental situations of life will not, except by the rarest chance, furnish stimulus for the best development of the individual man. It is the business of the educator to know what human accomplishments, what qualities and powers, are most essential to effective living and to supplement the casual occurrences of life with organized stimuli, so arranged and proportioned as to bring about the development of the latent powers of the student. Thus the content of an educational program must vary, as men, times, and environment change.

In human society up to recent times the knowledge and power that were most inadequately developed by casual contact were those relating to the accumulated knowledge and wisdom preserved in books. With most of the population illiterate, the casual experiences of life failed almost completely to bring about range and organization of knowledge and interests, while at the same time comparatively unspecialized society furnished a great variety of experiences which stimulated the development of other qualities of personality. Under such conditions it was right and wise that 'book learning' should constitute the main item of the educational program.

When conditions change, we tend to forget the origins of our institutions, and to build up philosophy to justify them long after their effectiveness has passed. It is time that the fundamental principle of education should be restated, that we examine our prevailing methods in the light of that principle rather than in the light of tradition.

Education is the effort to supplement and to correct the casual experiences of life by other experiences, so planned that they will bring about the development of the latent values of human personality. We need to rediscover personality; we need to reappraise the factors that make up a man.

At Antioch about half of the classroom and study time, even of professional and technical students, is given to liberal subjects during the course of five or six years. In order to provide opportunity and incentive for the development of those underlying qualities of personality that are developed primarily by contact with real life, the school is divided into five-week periods, and the student body spends alternate periods at study and at practical economic work under prevailing economic conditions.

In their industrial experience, which is carefully selected and is supervised and interpreted by faculty members appointed for that purpose, the students develop practical judgment, self-reliance, responsibility, and a knowledge of men and affairs. They learn to measure their own powers and to judge what effort is required for a given accomplishment. They are securing the development of those powers and qualities that commonly are only slightly influenced by academic study, yet that make up the base of the pyramid of personality, of which the intellectual faculties are only the narrow apex.

It frequently is assumed that because our students spend part of the time in economic work that Antioch must be similar to a technical school. Our primary aim is to increase their self-reliance, their ability to discover the utmost energy they can put forth; to discover that, when apparently down and out, they can begin over again, finding hidden reserves of power. The technique of finding those hidden powers of personality is just as important a part of education as training in liberal or technical studies.

Finally, we believe that the treasure America has poured into our institutions of higher learning is not intended solely to develop scholarship or solely to finance the acquisition of technique and skill. Observing that our youth go into life unprepared to see its values, to meet its stress, and to bear their share of the load, the aspiration of America has set up institutions where young men and women can be prepared for all that life demands and offers. The Greek idea of symmetry comes nearer to meeting the best of American purpose than do the highly specialized curricula of our conventional colleges and technical schools. Antioch has added a new element to the Greek ideal—a demand that men and women shall justify and express themselves through material, as well as intellectual and spiritual, production.

## 2. Whittier College

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WALTER F. DEXTER  
President of the College

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Through a process of experiment, investigation, and research, the faculty of Whittier College has decided upon a program of education that will, we believe, help the four-year college of liberal arts hold a unique place in the system of American education. The first two years

are to correspond with the general college courses of the junior-college curriculum. The courses are already covered by the general liberal-arts, lower-division curriculum.

At the end of this period or at the beginning of the junior year, students may continue with the regular liberal-arts course, specializing in a major field, and receive the degree of bachelor of arts at the completion of the four-year period. Or they may choose to enter one of the four divisions that will be parallel with the regular college or liberal-arts work. These divisions are organized to prepare students to enter the teaching profession, Y.M.C.A. service, business administration, and social vocations. The student, then, in one of these schools will carry semi-liberal arts and semi-vocational courses leading to the bachelor of arts degree. For instance, the prospective teacher will definitely begin to prepare for his profession at the end of the sophomore year by carrying courses in the field of education and in the general field of liberal arts. In the senior year the student becomes a cadet teacher, spending an hour a day throughout the year in practice teaching under the direction of a trained and experienced teacher in the public schools of the city in which the College is located. This experience has proved so fruitful that projects of a similar nature are to be carried in all the divisions which are just now being organized. Some splendid projects are available in this work in the health centers, the Y.M.C.A. and similar organizations. As a matter of fact, it will be impossible for a student to secure a college degree without spending a certain amount of time in the field covered by the division in which the student is enrolled.

Under this method, by the time he has finished college, he will be ready to enter the technical or professional field of study leading to the degree of master of arts. We believe that the whole problem of productive scholarship depends upon the motivation of the student. The project method of teaching, which combines field work with book learning, is the most successful means of motivating student interest. It should have a large place in every college curriculum. In the college of liberal arts the work should be professional rather than vocational.

## VI. THE JUNIOR YEAR ABROAD

## 1. The University of Delaware

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WALTER HULLIHEN  
President of the University

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Within the limits to which this article must be confined it is not possible to give a full account of the development of the plan for the Junior Year Abroad, which has now been in operation for eight years in France.<sup>3</sup>

This plan for a supervised undergraduate year abroad was first proposed, in 1921, by the late Professor Raymond W. Kirkbride, of the University of Delaware; and, in the summer of 1923, after more than a year devoted to careful study in this country and abroad of the many problems involved, the Delaware faculty permitted its pioneer group of eight students to set forth to spend a year under Professor Kirkbride's supervision in France, there to pursue studies for which credit toward the American baccalaureate degree was to be given.

In entering upon this undertaking it was the purpose of the University of Delaware to conduct it as an educational experiment on behalf of colleges generally rather than as a matter of private interest or concern. To this end the University's successive bulletins describing the progress of the enterprise have been widely distributed to colleges and universities throughout the country, and membership in the Delaware group has been thrown open to students from other colleges. It was hoped and believed that this sharing of the information secured would, if the plan were generally approved, soon result in the formation of a considerable number of other college, or regional, groups that could profit by the experience and investigations of the Delaware organization. This expectation, however, has not been realized; Smith College, which since 1925-26 has each year had a large group of its own juniors in France, is the only institution which has established an independent group.

In spite of this reluctance of colleges to organize groups of their own, the plan for undergraduate foreign study has evidently gained

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\* A comprehensive account of the genesis, purpose, and progress of the "Delaware Plan" during that period is given in the last report of the Foreign Study Committee of the University of Delaware to the faculty of that institution, a seventy-page bulletin, dated November, 1930, which contains a bibliography of the articles on this subject that have appeared in various educational publications in recent years.

wide approval among them, as the results obtained by students in the Delaware and Smith groups have become more and more widely known. This is indicated by the fact that as many as eighty-five different colleges have sent four hundred of their students to France as members of the Delaware organization in the nine groups it has conducted since 1923.

These students, together with those of the Smith groups, and the teachers to whom they have returned after the year abroad, provide us with an interesting appraisal of the value of the junior year in France. Their opinions seem in nearly every case to be to the effect that its value is now so well established that it can no longer be questioned, at least for those students whose college courses and educational objectives it fits.

There are, of course, colleges and individuals who disapprove the plan as a whole. Still others criticize the rather serious limitation of courses available and disapprove of the interruption of the continuity of the college program by a year's absence abroad, but the enthusiastic approval of nearly all of the returning students and of most of their teachers seems to count these objections of negligible importance when weighed against the benefits that may be secured.

Most impressive are the judgments expressed by the students themselves, especially when one considers that these judgments come from a carefully selected group of young people who represent American college education at its best as to scholarship, maturity, and general intelligence. Lack of space forbids extensive quotation, but the following statement contains, I think, the typical reaction of the student to the experiment abroad:

I had to work terribly hard, but I believe I got more real education from my year in France than from any other two years of my life: a degree of mastery of the French language and an acquaintance with its literature that I could never have acquired at home; contacts with the life and the thought of a great nation that have been a revelation to me; a broader outlook in general; a clearer perception of the importance of art, music, and the drama; and much else of really enduring value.

As to the judgments of American faculty members, it may suffice to quote from the circular letters sent out in 1928, 1929, and 1930 from the Institute of International Education, signed by representatives of the French departments of Brown, Bryn Mawr, Cornell, Delaware, Indiana, Mount Holyoke, Randolph Macon, Smith, Vassar, Wellesley, and Wisconsin:

The members of this Committee have had unusual opportunities, both at home and in Europe, to become familiar with the program, the methods, the content of courses, and the results of the work done [in the Junior Year in France] . . . We have observed the working of the plan closely since 1923 . . . and feel that it has been fully tested, that the results have been highly satisfactory, and that the time has come to express our strong endorsement and to invite more active participation by all American colleges.

Heartened by opinions such as these and convinced by their own experience and observation that the plan for a Junior Year Abroad is accomplishing something of real value, Smith College is going forward with its work in France, and the Delaware Committee on Foreign Study proposes to continue its rather arduous task of organizing and directing an inter-collegiate group so long as there may be need for it. The Committee, however, looks forward to the time when many colleges will follow Smith's example and send large independent groups of their own to foreign countries for the Junior Year, for only when this comes about will the Undergraduate Foreign Study Plan make its fullest contribution to the larger national and international purposes for which it stands.

What has been accomplished in France can undoubtedly be done in other countries whose languages are taught in our schools and colleges. Last year and this year Smith and Wellesley together sent a small group to Spain with very satisfactory results. This year Professor von Klenze will have charge of a number of American juniors in Munich and has requested the University of Delaware, with the coöperation of other interested colleges, to establish there in 1932-33 an organization similar to that in Paris. Plans to this effect are being made, and there is reason to hope that in a very few years there will be as many of our students in Germany and Spain as in France if conditions in those countries are found to be equally satisfactory for American undergraduates.

Then, indeed, foundations will have been laid to give to many American college students that international point of view that will be increasingly needed in a nation upon which world leadership seems destined to be thrust, whether it desires it or not.

## VII. ACHIEVEMENT TESTS AND SUBSTITUTES FOR COURSE CREDITS

## 1. The University of Chicago

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C. S. BOUCHER  
Dean of the College of Arts, Literature, and Science

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During the last five years no phase of higher education has been criticized and condemned so frequently and so severely as has the course-credit system. Were the source of this criticism limited to educational fakers and quack-doctors, it need not be taken seriously. When, however, the numerous sound and progressive educational leaders of the country, particularly in the field of higher education, seem to be almost unanimous in agreement that the most serious impediment in the path of progress in higher education is the course-credit system, it would seem to be the appropriate time for some institution to muster courage enough to try a substitute method of educational measurement.

The criticism and condemnation of the course-credit system have become increasingly pointed and pertinent during the last five years in the light of the remarkable improvements that have been wrought in nearly every other phase of higher education—in curriculum and course offerings, in methods and personnel of instruction, and in educational guidance and personnel work. Students and faculty members alike, in our better institutions, have come to be more and more firmly convinced that, if they are to be permitted to devote their attention to substance rather than to forms, a plan of measuring educational progress more significant and less annoyingly and less pettily distracting than the course-credit system must be found.

During this last half-decade, when more significant changes in higher education, particularly at the college level, have been wrought than in any previous period of ten times its length, many of us at the University of Chicago have had a hand in launching new departures and experiments and still more of us have studied with an appreciative interest the many significant contributions of others in numerous other institutions. We have seen the wisdom of a liberal use of placement tests, particularly at the elementary level, in many college subjects; of the use of exemption tests in lieu of credits in required courses for attainments specified as degree requirements, in such fields as English composition, foreign languages, mathematics; of the advancement of students from one course to a higher one even in mid-

term, with provision for credit awards on the basis of work successfully completed rather than on the basis of time served; of the employment of many varieties of 'honors course' methods, commonly reserved for superior students, with 'mine-run' students admitted to the institutions on a reasonably selective basis; of the award of college credit for high-school credits in excess of the number required for entrance; of the award of college credit for 'informal' work on the basis of examinations. So numerous and of so wide variety have been the instances in which we found that justice demanded a juggling or modification of the bookkeeping requirement in terms of course credits for the award of the bachelor's degree, and so annoying and troublesome were the complications, for students, faculty members, deans, and recording officials, involved in rendering justice to the student in each such instance, that the conclusion seemed inevitable that we should give up the pretense and the practice of requiring all students to show course credits representing the same number of hours in the classroom regardless of glaring differences in capacity and rate of achievement.

Comprehensive examinations, covering large fields of thought rather than small course units, have been used successfully in a rapidly increasing number of institutions in recent years, first in the field of concentration for honors students, and then in the fields of major and minor concentration for all candidates for the bachelor's degree. In all such instances, however, so far as the writer is aware, the requirement of the comprehensive examinations has been superimposed upon the old course-credit requirements.

In view of what we now know about the framing and successful use of placement and achievement tests of great variety, including the so-called 'new,' or 'short-answer' type; the essay, or discussion, type; the thesis, or problem, type (in the administration of which the student is given all the library and laboratory equipment he may need and sufficient time to work out and write up his solution, discussion, and conclusions), and the oral examination, and in view of the wholesome results attained by the use of so-called 'comprehensive examinations,' we have concluded at the University of Chicago that we should free ourselves and our students from the annoyances of the course-credit system and center our attention upon the matter of major importance, namely, the significant educational development of the student. Freshmen entering in the autumn, 1931, will face no course-credit re-

quirements for the bachelor's degree, but will face requirements stated solely in terms of educational attainments to be measured by achievement tests and comprehensive examinations of variety wide enough to test the different forms of mastery which the student should demonstrate that he has attained, and to give the student full opportunity to exhibit his powers.



## CHAPTER V

### COLLEGE VENTURES IN THE STIMULATION OF THE INTELLECTUAL LIFE

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A fundamental change, based upon a recognition of individual differences, began when we became interested in the development of the intellectual life of each student rather than in the monstrous size of our colleges. That change may seem at this time natural enough; we are no longer astonished by the various departures from mass instruction to individual education attempted by many of our school units.

Though the liberal-arts college may be the last of these units to recognize the extent and significance of individual differences, it is at present thoroughly cognizant of their implication for educational practice, judging from the character of the changes that have taken place as well as the kind of experimentation that has been going on in the last decade. Notable among these changes are the developments in honors work, the tutorial plan, or preceptorial system, and the comprehensive examination.

In our zealousness over the development of newer practices on the college level, we have too infrequently stopped to consider their origins or their qualitative value. These should be considered, and an understanding secured of their abuses as well as merits, if only to find out what has been done in order to prevent waste of time and energy in the duplication of experimentation. The major consideration, however, of significance in our general educational development is the fact that we have changed, and that the present emphasis upon continuing experimentation promises progress.

#### 1. Honors Work

In a preliminary study of thirty-six liberal colleges (Agnes Scott, Amherst, Barnard, Bates, Beloit, Bowdoin, Bryn Mawr, Bucknell,

Carleton, Colgate, Colorado, Columbia, Dartmouth, De Pauw, Harvard, Haverford, Goucher, Mills, Mt. Holyoke, Oberlin, Ohio Wesleyan, Pembroke, Princeton, Radcliffe, Reed, Rockford, Smith, Stanford, Swarthmore, Vassar, Wabash, Wellesley, Wesleyan, Williams, Wisconsin, and Yale) the honors course, or independent study plan, was found in all but four (Agnes Scott, Bowdoin, De Pauw, and Goucher).

## 2. The Tutorial Plan in England and in This Country

Harvard was one of the first of the colleges to adopt the tutorial system in this country, in 1912. Since then developments have been marked there, as well as at Radcliffe, Mills (tutors in some departments only), the University of Wisconsin, and Reed, with preceptorial innovations at Mt. Holyoke and Princeton. These provisions for independent work have been primarily used to build up interests after the student is in college.

This differs from the English practice where the tutor deals mainly with students whose interests have been developed before they come to the university, as judged by the results of the written examination, essays, the command of English, capacity for thought, and a display of mastery in English history and literature. The English student's preparation helps him make intelligent choices in his special field when he comes to the university, and there his interests are developed under the tutor, who has every chance to see what they are. To promising students, rich or poor, scholarships are awarded; the recipient student as well as his secondary school seeks and covets this honor.

In the case of the English students, command of languages as skills allows the study of a foreign tongue as a means of integrating the philosophy of a civilization. In this country, however, when the study of Greek civilization is begun in the freshman year, even under a program attempting greater integration of materials, the students are found to have neither the mastery of Greek nor the familiarity with American history, literature, and current problems that would give them the background for a similar comparative study.

The major features of the organization of work differ in the American adaptations of the tutorial plan. Though the English student attends as many lectures as the American student, he rarely attends them without previous preparation on the book or topic that is to be discussed; usually an essay has been written as a part of the work

for the tutor, so that the student goes to the lecture with many questions to ask. The chief activity of the English tutorial plan is the essay, on which students may spend from five to twenty-five hours in preparation. Two essays are usually prepared each week with a wide latitude of freedom, so long as the student remembers that he must stand up under the 'brutal' criticism of the tutors, who seek every opportunity to curb irrelevance in writing and speaking. The English student follows a unified program of concentration in Greek and Roman civilization, philosophy, politics, or economics; whereas our wide option, even with the 'group' or 'distribution' improvement on the elective system, almost precludes the opportunity for such coherent work.

Fragmentary education in this country seems on the ascendant, judging from the changes in units or courses required with option by the colleges studied. All thirty-six colleges require physical education; in addition to the physical education assignment some specific courses are required, varying from 3 to 36 units, except at Radcliffe, Smith, Colgate, Princeton, Yale, and Harvard. All thirty-six colleges, however, have 'group,' or 'distribution,' arrangements, which require the taking of a number of units—from 10 or 12 to 60, very often 24 or 36. This 'group' or 'distribution' tendency is a swing back from free election to a measure of prescription, but the result is not much different, since the programs even now are too cluttered for coherent work.

### 3. The Comprehensive Examination

The comprehensive examination covering the whole of the work is an important feature of the English tutorial plan. A whole term is spent at Oxford in preparation for the comprehensive examination. In that preparation, the application of knowledge to specific questions is emphasized as well as the perfection of form and phrasing through criticism. This emphasis demands that work shall not be crammed; but what is more important, cramming cannot occur, since a unified program, such as theirs, prevents fragmentary and unrelated ideas. Their term examinations are never used for grading, but as another device for checking irrelevancy. The elective system in this country is diabolically opposed to a unified program for coherent work, and this makes the comprehensive examination in many of our institutions seem out of place in view of its birth in an uncrowded, coherent program. We need to consider more seriously and thoroughly the diverse modifications of the elective system and clear up our concepts of the function of the comprehensive examination in this country.

Seniors in the general courses at Swarthmore College take a final comprehensive examination in the field covered by the department in which they have majored. Seniors in the honors courses have special examinations at the hands of outside examiners.

At Reed College, where experimentation has been long developed, a qualifying examination is given at the end of the junior year, either written or oral, to test knowledge of the major and related subjects, and the student's fitness to enter upon the work of the senior year. At the end of the senior year an oral examination is given, to measure not merely the knowledge of courses pursued by the student, but also his general proficiency in the treatment of problems within his field of study.

Dartmouth requires a comprehensive examination in the major subject at the end of the senior year. The major is planned as a unified, coherent whole and does not consist of a series of unrelated courses. Course distinctions are not made so rigorous as to interfere with the establishment of a properly unified major. The major may be confined to the work of a single department, or related departments may offer majors embracing work in each department if the work is planned and administered as a homogeneous unit.

At Harvard every student must take, at the close of his college course, an examination over his field of concentration. Courses are selected under the guidance of an adviser associated with the Committee on the Choice of Electives. Usually the tutors appointed by the departments having general examinations act as advisers to upper classmen concentrating in those departments, according to the principles laid down in the rules for concentration and distribution given in the catalog.

At Haverford, a student must consult an adviser in his major department with regard to the proper correlation of his course of study as a whole. A comprehensive examination in the major is given before the June examination period of the senior year. A similar arrangement is found at Princeton.

Other variants of the comprehensive examination plan in this country may be found at Wabash, Mt. Holyoke, and Radcliffe. At Wabash College, a senior must pass a comprehensive examination over the subject matter of one of the four divisions into which the studies of the college have been divided: science, foreign language, social science, English. About three-eighths of the total hours at Mt. Holyoke are

concentrated in a major field, and the comprehensive examination is a general one over this field. At Radcliffe, the general examination is designed to test a student's understanding of the entire field in which she has chosen to concentrate. The aim of the general examination, and of the tutorial instruction so closely connected with it, is to fix the attention of the undergraduate upon the field as a whole rather than upon isolated fragments of it.

#### 4. Similarities and Differences

One sees varied developments in the representative cases described. Some of the colleges have definite curriculum prescriptions, as Dartmouth, where the curriculum is determined to a considerable extent in advance by the faculty, and consists of 26 hours of rigid requirements and 24 hours of selected requirements from groups, in addition to a major of 24 hours, leaving 48 hours for electives. Other colleges have curricula with little prescribed work, as that at Swarthmore for honors students.

British university practice has had marked influence on other American colleges, as at Reed. There, during the first two years the students pursue about the same course, which includes certain subjects all students ought to study. Important periods in the development of civilization are selected for the first two years of study. Along with this is a course in mathematics, one in natural science, and an independent one giving opportunity for special preferences or aptitudes. The last two years are spent in concentration in a major field of a selected division of subject matter. The correlation of various aspects of the college course is purposed for the attainment of a philosophy of life. The thesis for the baccalaureate degree is another characteristic of the Reed plan.

The special development of the ablest students is a new and major concern of the college today. The honors course is a special plan designed for the ablest students; it contains suggestions, however, for the modification of our procedure with the entire student body if college work is to have more significant and individual meaning for all levels of college abilities. It contemplates mastery of a subject rather than the fulfillment of course requirements. It calls for tutorial assistance and a comprehensive examination. It differs from the tutorial plan as adapted in this country in that it demands of the students a higher degree of qualification and achievement; it gives greater inde-

pendence and requires more work than that done by the ordinary student. Honors courses are of two kinds: those that add to the regular work or substitute honors work for a part of the regular work; and those that substitute honors work for all or almost all the regular work. The latter is more typically English than the former.

The Harvard plan of obtaining the degree 'with distinction' is the same as the honors-course plan, though that term is not used; however, the plan is more formally supported by tutorial guidance than elsewhere. In the Swarthmore practice, in which the release from advisory requirements is complete, the instruction is mainly individual and a large part of the work is done independently, with an emphasis upon giving students more responsibility for working out their intellectual salvation. Swarthmore is reputed to have a clearer idea of what is meant by coherent work than some other American institutions where the programs are often so crowded that the result is a fragmentary education in spite of worthy attempts to the contrary.

### 5. Conclusion

Of all the new ventures in college education in this country, experiments to promote the intellectual life have been the least ephemeral. Though the relative merit of these innovations remains to be determined, at this time we can say quite definitely that at least three good things have come from such independent study experiments and changes. In the first place, some, if not many, benefits have been spread to all students, to the able but unambitious, as well as to those who are both able and already ambitious. Second, where they have been attempted, these innovations have done much to break down the barriers between departments. And lastly, they have the advantage of being possibilities in any institution—though there is real danger of their adoption without a consideration of their weaknesses and shortcomings as found by institutions long experienced in their study. The colleges mentioned have been constant in their experimental work, not merely to learn, but to serve. And such experiments have without much doubt challenged students to adventure in things intellectual, which, after all, is the final test of the worth of this effort to promote the intellectual life.

## CHAPTER VI

### AMERICAN AND ENGLISH COLLEGE PRACTICES

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Since a comprehensive criticism of American and English higher education was made by Flexner in 1930 and a searching study of the liberal college in America and England by Richardson in 1924, it is fitting that this chapter should be limited to comment on those points of difference in American and English college practices that appear most important to one with English university training who has had enough experience in teaching American undergraduates in colleges of liberal arts and graduates of these institutions in advanced work to acquire insight into the significance of the differences in the two types of training.

#### I. HOMOGENEITY OF ENGLISH STUDENT BODY IN PREVIOUS PREPARATION

The first contrast that leaps to mind is the relative homogeneity of the English college group, not in general background so much as in scholastic preparation. In both countries students vary greatly in mental capacity. In both they also differ in cultural level. In England, however, the homogeneity of college entrants in preparation for college work is markedly greater. They differ less as regards the subjects they have studied in secondary school, as well as in the degree of mastery of these which they have attained. The similarity of their preparation is due, not to the use of a better device for college admission, but to the greater uniformity in English secondary schools. Students in England are admitted on the basis of subject-matter examinations of the usual sort.

As has been pointed out, notably by Kandel, England, like France and Germany, has a relatively precise and definite conception of what secondary education is. College education gains greatly thereby, particularly from the distinction drawn between secondary and vocational

and technical education. One consequence is that it makes college teaching a simpler matter. Especially where a group method of instruction is used, as in the typical American college, heterogeneity in preparation creates difficulty and is an obstacle to success. This is probably the ultimate cause of the dissatisfaction in America with the work of the freshman year. The instructor naturally adapts his teaching to the mediocre, who constitute the majority of any class. Consequently, able and well-prepared students from good schools are apt to get an impression that college work is a repetition of what was done in the high school and that it lacks vital interest.

The teaching situation in universities admitting students on the basis of high-school certification must be unsatisfactory, indeed. Even colleges that require College Board examinations for admission compare unfavorably with English colleges in respect to the homogeneity of their student body. The great variety of high-school programs their entrants have followed makes for differences in mental equipment that influence later work prejudicially.

## II. PASS AND HONORS COURSES

A second important difference in American and English college practice is the concentration of the English student on fewer subjects. This concentration is begun even in the high school, and is even more pronounced in the college years. Indeed, there is a general conviction among English educators that any system that permits a student to study more than three distinct subjects is not providing education of university standard at all. It is thought that where a larger number of subjects is simultaneously studied, the training given is bound to be superficial, that memory is being developed rather than a training in thinking given. Even the student who is a candidate for a pass degree, which aims at providing a general education, never studies as many unrelated fields as are customarily studied in American colleges of liberal arts. Of course, the high-school training which English students have had would make intensive work more attractive to them. When in the high school, pupils select a definite field in which to specialize. It may be in science, for example, or ancient languages. Thus, before admission to college the student has had experience in restricting his attention to a few closely related subjects that he has chosen because of their attraction to him. He has formed, at least in some measure, the complex group of habits of study that are essential to success with this type of curriculum.

It is obvious that English high-school teachers must be well trained if this program is successful. Every teacher of a high-school subject must have specialized in that subject and taken an honors course in it at the university. The excellence of the preparation of English school teachers and the specialized high-school curriculum explains how English students, when entering college, have reached a later stage in their intellectual training than American students, why they are educationally more mature than American freshmen. Professor Richardson,<sup>1</sup> of Dartmouth, estimates that the English high-school certificate examination is equivalent to those given at the end of the sophomore year in America. This comparison must be kept in mind in evaluating the practices found in English and American colleges.

When the English student enters college he is offered a choice between a general education or continuing in the field of his special interest.

The system of pass and honors courses is found in all British universities. The extent to which specialization is found in English education has been criticized, not only by French and German educators, but by some English educators as well. The latter, however, have called in question, not the system itself, but the increasing tendency to subject a larger proportion of students to honors courses. They have complained that some of those who have followed such a specialized course would have profited more from the more general education afforded by a pass course. There is without question a strong tendency for students to take the honors course irrespective of their talents, because the pass degree commands less respect. Colleges and college teachers in England acquire prestige from the success of their students in the honors degree examinations. It naturally follows that they are primarily interested in honors students. Certain colleges do not admit pass students at all. The effect of this attitude has been to lower the status of the pass degree and to decrease the great merit of the system, that it did provide for two distinct types of undergraduates, those who look forward to a scholarly or scientific career and those who expect to adopt another vocation, but wish to have an excellent general education. The atmosphere that now surrounds the pass degree in many English colleges, notably at Oxford and Cambridge, makes one wonder whether the undergraduates taking the pass course have suffi-

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<sup>1</sup> Richardson, Leon. *A Study of the Liberal College*. Dartmouth College: Hanover, New Hampshire, 1924. p. 74.

cient incentive to develop their abilities. It seems to the writer that they are worse off in this respect than the American candidate for a pass degree.

There are, of course, different conditions in different colleges. Nevertheless, it follows that, where college tutors find their future depends in large part on the success of the honors men they have trained, and where there is, as in England, a tendency at all stages in education to encourage the superior pupil and ignore the dull or mediocre boy, less is done than might be for candidates for the pass degree.

What is needed in England, as in America, is a clearer definition of the objectives of the degree. England has erred in the direction of allowing a system to develop that does less than justice to the pass man, America one that does less than justice to the superior student.

For the brilliant student, the natural scholar or scientist, the English college offers more stimulus to high endeavor than can be found anywhere else. He has an opportunity to develop his talents that commands admiration the world over. The environment naturally counts for much. Thus a mathematically gifted lad finds that to be a student at Newton's College at Cambridge has deep significance. Nor does the presence of many undergraduates taking a pass course detract from it. To work under the tuition of those who have contributed to the advancement of knowledge in his field is inspiring, too, and to do so along with a selected group of young men of one's own age, all of whom have chosen mathematics several years before coming to college as a field of work, and all of whom have already shown superior ability in it, is a tremendous spur to achievement. To be directed in one's efforts by a tutor, also a mathematics specialist, who is as eager as the student for the latter's conspicuous success is an additional factor of importance. Nothing comparable to this can occur in the typical American plan.

### III. THE TUTORIAL METHOD

What in its essence is the tutorial method? Baldly stated, it is that each student is assigned to a scholar who directs his studies in detail. The student has a weekly conference with his tutor, who is expected to advise him as to the lecture or laboratory courses from which he would derive benefit. While attendance at these courses is not compulsory, the student knows that the training they offer is regarded by one competent to advise him as of importance for anyone

preparing to take the honors-degree examination. Further, where a student impresses his tutor as wasting his time, the college authorities quickly invite him to withdraw.

The tutor makes the individual student's program of work. In his weekly conferences with his tutor the student has an opportunity to deal with the difficulties he has encountered either in reading or lectures. Sometimes, though rarely, this is all that is involved. More generally, the tutor follows a method that has something akin to the project, or case, methods, depending on the field under consideration. The tutor assigns a piece of work. The student is given a free hand as to how this will be treated. The tutor naturally directs effort, where it seems necessary, by giving suggestions as to how to proceed. The student reports at the next conference what he has been able to accomplish. This report may be either in oral or written form, more frequently the latter. The tutor comments on the merits and deficiencies of the report and indicates further work that should be done to deal with the problem adequately.

At its best this method has much to be said for it. Where the student is superior and has the mental quality characteristic of scholars and scientists, the method works remarkably well. To place such students in large classes with students of average ability is wasteful and liable to stifle their natural interests along intellectual lines. The tutorial method makes possible the adaptation of instruction to individual need. The student goes at his own pace. He is not held back by the plan of work designed to suit the majority of a large class.

Further, the tutorial method as it is usually carried on, gives good training in methods of work and develops excellent habits of thinking, as well as of expression of thought. Its goal is essentially the development of the power to think rather than assimilation of the ideas of others. At its best, it insures that the student acquires with unusual rapidity and thoroughness power in dealing with the facts and principles of the field he is studying and in expressing his ideas orally and in writing. When he strikes a real obstacle to progress, he has assistance at hand. He masters techniques of learning and investigation as fast as his powers enable him to do so.

There is, however, another aspect to the picture. No system can provide a perfect corps of tutors, and while it is true that one who has done creative work himself is probably better equipped to train others to do so, it by no means follows that all scholars or scientists who

are brilliant in research are good teachers. Indeed, many of them must wish to be delivered from the necessity to spend their days in this way. How could it be otherwise in England where the tutoring load is heavy? All who have engaged in this work know how arduous it is. The stimulus of the group that one has in lecturing to a class is absent. From the point of view of the tutor, unless the students are very superior in ability, and unless the number of hours of tutoring is kept small, the effect on the tutor is far from good. In England there is reason to think that these precautions are not observed.

It resolves itself, as one might expect, into a matter of money. Never can this system be anything but expensive. Where he has to deal with a brilliant mind, the English tutor gladly devotes his finest skill and utmost energy to the task. It is impossible to estimate the value of such service in money. Even some of the drudgery involved in teaching mediocre students is compensated for by the opportunity that life in an English college affords for association with a band of scholars in social life and intimate contact with scientific workers in one's own field in the university at large. Should, however, a system rest on such a basis? The plan, if introduced into America, should be introduced with full awareness that for the teacher the work is even more toilsome than lecturing and requires a special interest in the development of the individual student.

Something needs to be said, too, of the student's response to the tutorial method. Only the very superior student deserves or enjoys this type of meticulous guidance. On many it would be wasted. Even the good student who has been accustomed to class instruction misses the stimulus that comes from a large group engaged in the same enterprise. The sense of the value of the activity engaged in that mere numbers gives is a fact to be reckoned with. In the English system we have a combination of class work with a method of individualized instruction that works well in the case of the exceptional student. Such a student is apt to have a challenging mind. This makes the conference period fairly sure of success. Since he is attending courses of lectures by creative workers in his field, he is likely to have problems to present to his tutor, and a skillful tutor can initiate other problems that make the conference valuable.

Where a tutor has little ability to provoke inquiry in the student's mind, where he has little teaching insight, nothing can be more deadening than tutorial conferences. The discovery of unsuccessful tutors

is revealed only by the lack of success of their students in the honors examination. In England there is no plan of preparing tutors for their work. They probably teach as they themselves have been taught by their best teachers. Much unskillful tutoring undoubtedly goes on.

#### IV. EXAMINATIONS

It would be impossible to overlook the striking and important difference in the two systems as regards examinations. These are the means in both of estimating the student's success in college work. There is nothing remarkable about those required for the pass degree.

The honors examination is of a different character. This examination, which is taken at the end of the student's stay in college (three years), is set by the university honors faculty of the subject in question and is confined to one branch of knowledge. The student is expected in the final honors examination to demonstrate ability to think accurately in the field rather than to show he has memorized assigned readings or the like. It is a test for which the student has been preparing throughout his college years and is in no sense an examination on the various lecture courses he may have attended; rather it is devised to indicate the degree to which he has attained mastery of the subject and his grasp of its relation to other related subjects.

On the examination board there always sits an external examiner, which prevents the faculty of the particular university from over-emphasizing its particular interests in a field of study. The standards of the university are thus maintained, while those who know the student are represented as a rule on the examining body or can report to them readily his caliber. At Cambridge the examination results are given in three classes, the first two of which have three divisions, thus giving a sevenfold classification. There has been criticism of this plan. It replaced a more detailed system. For example, in the case of the mathematics examination at Cambridge by an earlier plan students were placed in order of merit and their ranks were published. It became apparent, as it well might, to mathematicians, that chance factors influenced a student's rank to an undesirable extent, and the ranking system was replaced by the present sevenfold classification. It is chiefly significant because it indicates the importance attached to these examinations, as the class a student receives on the examination is taken seriously by student and college alike.

The superiority of this type of test to the ordinary American term examination is widely recognized and needs little advocacy. It prevents the student thinking of knowledge as divided into limited sections suitable for presentation in five-month courses. It compels him to relate the various branches of a subject, since he knows he will be examined on their relations. This leads to some understanding of the unity of knowledge. Further, this method of preparation produces a type of mastery that cannot be attained by a short, term examination or paper.

The intellectual discipline involved in the English system is incomparably better. The type of thinking stimulated is higher, as the type of memory developed is of finer quality. This tool, characteristic of the English system, is one that has naturally commended itself to American educators. American higher education has suffered greatly from the tendency of students to pass the specific term tests and to let the skills and ideas gained in the process of preparing for these lie fallow for ever after. The comprehensive examination has already been introduced in several colleges here and bids fair to improve greatly the type of learning that is done. Preparing for a test covering a very limited field of study predisposes the student to a kind of memorization that may prevent his seeing the relation of the limited subject to other parts of the same field or other fields. The comprehensive examination as one feature of the honors plan leads the student to master a branch of science more thoroughly and to reorganize his knowledge of it in relation to all that he knows, so that it is integrated with his intellect and becomes a permanent part of his self.

The effect of the English examination system on the student's disposal of his free time reveals another aspect of its significance. In America we accept it as part of the order of things that the student should abandon study during four months of the year. It is true some put in this time in ways that are defensible. They earn money to pay their college fees, they travel abroad, and so on. Many, however, could spend the time to more profit.

The English student for honors devotes much of the vacation to serious study. Much of the reading that is the basis for reports to his tutor in term is done in summer. Science students at Cambridge more and more find it advisable to return to the university in summer vacation to work in the laboratory. This is voluntary on their part. They realize, of course, that in order to obtain a satisfactory class in

the honors examination, hard work in the vacation is necessary. Reading is also done in other vacations, which, though of shorter duration, are longer than the corresponding American vacations.

This feature, together with others, explains the greater independence of the English student. The typical graduates of the two systems present striking contrasts in this respect. American life, as such, favors greater individual initiative and independence than English life, but the typical English graduate shows much more power of independent intellectual work than the typical American graduate. This difference is probably to be ascribed to the differences in the two educational systems, and first in importance should be put the realization by the English student throughout his course that his success in the final examination will be due to his own efforts rather than to the courses he has attended and what they had to offer.

In both systems examinations figure prominently in the students' minds, and the essential difference in the demands they make on the student explains to a considerable extent the difference in the results obtained. Both systems, alas! tend to substitute the means for the end. Students are often more concerned about passing examinations than in developing their capacities. In England, indeed, it may be charged with some truth that the guides of youth themselves err in this way. Tutors are apt to see the educational process in terms of the final, honors examination, and the most serious defects of the English system can be attributed to this cause. What is needed there as here is a fresh realization of the purpose of the educative process at the college level and a more precise definition of what that purpose entails.



## CHAPTER VII

### SOME NOTES ON THE TECHNIQUE OF EXPERIMENTATION IN A LIBERAL COLLEGE

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How shall one go about the business of experimenting in a liberal college? That is a question which, so far as I can see, does not now admit of answer. Most of us who are trying to experiment are as yet so much excited by the opportunity given us, so fundamentally surprised by our good fortune, that we have had neither the time nor the mood for reflection upon our procedure. We are busy, as it were, making hay while the sun shines, and with rather lively fear that the rains may come again before the barns have been filled.

If, however, we take courage to believe that something is really happening in the American liberal college, that these scores and even hundreds of studies or experiments in method really mean that reflective examination of college teaching is here to stay, the question of technique as such still remains for the present unanswerable. There are so many unrelated investigations, so many different academic situations and communities to be dealt with, that any generalizations now made must be very hasty and ill considered. All that one can do is to make scattered notes on technique in the hope that these, with many other notes made by many other students of the situation, will gradually contribute to the forming of a point of view with respect to college experimentation. As in this way one's courage rises, one ventures to believe that the liberal college may become an intelligently self-directing and self-criticizing institution. The physician of the mind of a people may take thought as to the health of his own mind. No one can tell in general how that end shall be reached, but everyone who sees the possibility of it must join eagerly, even though tentatively, in the attempt to bring it about.

#### MAKING COLLEGE ADMINISTRATION INTELLIGENT

As one looks through the list of current experiments, a rough three-fold classification suggests itself. There are, first, what one might call

the attempts to make college administration intelligent in its dealing with students. These enterprises, in the main, take for granted the course of study as it stands. But they are very keenly aware of the individual student with whom the administrator deals. They recognize different kinds of students with a great multiplicity of different needs, different capacities, different determining circumstances, different helps and hindrances, and they wish to see what can be done in the way of recognizing these differences in specific cases and adjusting administration and teaching procedure to them. The magnificent work done by Dean Johnston, at Minnesota, though not limited to this field, gives excellent illustration of it as now conducted in many colleges and universities.

#### MAKING TEACHING EFFECTIVE

With the second group of experiments may be listed a great variety of attempts to make the present teaching scheme more effective. In general these experiments take for granted the plan of instruction as it now stands; they do not challenge its aims, the fundamental suppositions on which it rests, the essential human relationships around which it has become established. In a very real sense they are ventures which work within the accepted scheme, taking care not to disturb it as a whole, but devising and testing at this or that point some change of procedure which promises better teaching results. For example, one may, without challenging the value of elementary French as a freshman subject, try to devise better ways of teaching it. Or again, one may, without questioning the organization of the present curriculum, try to discover what are the advantages of keeping boys in dormitories or debarring them from fraternities or putting them under tutorial guidance. It should be noted that when one says that any given experiment does not imply a challenge of the existing scheme, this does not mean that the 'experimenter' may not, in other relations, be thinking about wider problems. It means only that the experiment as such concerns itself with a narrower field of interest. There are so many ventures of this sort that one finds it difficult to select one of them as representative rather than another. Foremost in the field in modern times one should perhaps place Woodrow Wilson, whose administrative insight found at Oxford the tutorial method and the residence system which he wished to set up at Princeton. Very early and very powerful also in its influence has been the experimentation carried on under Mr. Lowell at Harvard, with its application of the tutorial scheme, the

division examination, the reading periods, and the residence units. But the number of these ventures is now so great that such selections are perhaps unmeaning. Very generally our colleges are, without tearing up by the roots the present teaching methods, trying to make them more effective.

#### TRANSFORMING THE TEACHING SITUATION

The third group of experiments may properly be called 'radical.' In very large measure these attempt, not to modify the existing procedure, but to substitute another for it, to bring about a fundamental transformation of the whole teaching situation. Such an attempt may spring from one, or the other, or both of two motives. Very commonly it expresses a direct and serious challenge, not primarily of the methods, but rather of the ends, the tendency, the drift, of current liberal teaching. But even if no such challenge is present, the desire for fundamental change may spring from the belief that piece by piece change is ineffectual, that so large and complicated a machine as that of academic instruction can absorb any number of minor shocks without suffering real modification of its effectiveness or lack of effectiveness. But whatever the motive, one finds in these 'radical' experiments the combination of the desire and the opportunity to make a completely fresh start, to change not only the devices of education but also the attitudes and ideas of which those devices are external expressions. Two illustrations of this type of venture may be mentioned: first, the brilliant experimentation carried on by President Scholz at Reed College in the early twenties of this century, and second, the finely conceived plan of Bennington College, which, under the leadership of President Leigh, is to begin active teaching in the fall of the coming year.

#### TECHNIQUES AS RELATED TO THE COLLEGE

Now it is obvious that in each of these three fields there must be developed a separate and distinct set of techniques. They are doing very different kinds of work, and from this it follows that their work must be done in very different ways. For example, in the first group of studies it is necessary that in the collection, analysis, and interpretation of information all the safeguards of statistical method should be observed. The road which leads from the getting of objective facts to the sensitive and intelligent dealing with the individual student is a long and bewildering one. On either side lie many pitfalls for heedless

or unwary steps. And, in the same way, the second field has its own peculiar difficulties. Here the attempt is made to vary one factor or set of factors within the complicated structure of a teaching regime and to measure the values gained or lost by the change. One could list here almost indefinitely the dangers to be avoided, the misunderstandings which seem inevitable. All the difficulties ordinarily found in social experimentation are here present in extreme degree. And again, in the third field, where Utopias or near-Utopias are attempted, the characteristic temptations and errors of the Utopian are sure to appear. It will serve no useful purpose to construct a plan of education that succeeds because of some peculiar advantage that is not available in the ordinary run of teaching. For example, we already know that by selecting an abler and more eager group of students we can get better results. So, too, higher salaries will, other things being equal, give better teaching. But for the purposes of the study of the general teaching problem it is idle to devise a plan that is dependent for its success upon an unusual brilliance in the student body, an unusual supply of money, an unusual excellence in the teaching force. However radical one's modification of the existing procedure, it must always be remembered that the aim of the study is to make recommendations that are applicable throughout the teaching system and in the ordinary, workaday life of our colleges and universities.

Now, as already suggested, it will not be possible in this chapter to follow in detail the development of the separate techniques in the different fields of experimentation. In general one can say that the time for exact formulation of those methods has not yet come. We are still in the stage of exploring, of working out step by step specific adjustments to specific conditions. Honesty requires one to say that in large measure we are feeling our way rather than thinking it. We must take our time—and we must be given time—to go slowly, to make mistakes, and to discover that they are mistakes, even to find out the exact nature of the problem itself as the answers to it begin to appear. In this situation, then, it is hardly worth while to discuss in detail special techniques. It may, however, serve a useful purpose if we consider briefly the question of technique as applied, not to the special investigator, but to the college which sets him at work. After all it is the institution that is experimenting; it is the values for which the whole faculty group is responsible that are at stake. And in the last resort decisions upon results are made, not by the investigators themselves,

but by the responsible body of teachers for whom and by whose authority investigation is made. What, then, can be said as to the technique of a faculty which embarks upon the critical examination of its own teaching procedure?

### The Rôle of the Department of Education

One of the most remarkable features of experimentation as now carried on in our colleges and universities is the slightness of its connection with the departments of education. In surprisingly small degree are the technical students of educational method responsible for the attempts at modification of existing procedures. Why is this? Why is it that in the planning of their teaching procedures our faculties make so little appeal to those of their own number who have devoted their lives to the study of teaching problems, who are day by day giving accredited instruction as to the ends and the instruments of the teaching process? Why does not the college, in matters of its own health, consult its own physicians, take its own medicine? The situation is, of course, a very complicated one, involving many emotional and intellectual elements. And yet I am certain that not until those elements are taken apart, the emotional block released, the intellectual issues defined, will the technique of college experimentation be clearly established.

It is very easy to answer to the question just raised that in general our departments of education do not concern themselves with college teaching nor pretend to prepare students for it, that they limit themselves chiefly to the school grades. But to say that is simply to state the question in another form. Why do they not study college instruction? Why are they not encouraged to do so? Why do not their colleagues call upon them for direction and advice as to how college teaching should be done? Now again, it would be easy to answer this question, as it is commonly answered by college teachers, by asserting that the students of education are not consulted because they have nothing of value to say, that they are not 'scholars' in the sense in which the men of other departments are, that education is not a science but a craft, that it is tolerated in a college only as a concession to practical and vocational demands. And it is amazing with what intensity of feeling this conviction is held. Every one of us who has any breadth of academic acquaintance has heard faculty men, of high intellectual quality and of sensitive human feeling, speak of their col-

leagues in the field of education in terms, sometimes of bitter, sometimes of amused, condemnation; they are 'outsiders' who have no proper place in an institution dedicated to learning.

Now for the purposes of the present argument it makes no difference whether the teachers of education are lacking in scholarly quality or whether, being of high quality, they are unfairly judged by their colleagues. The essential fact in either case is that our faculties, whether mistaken or not, are content that the studies of education should be of low grade, that they regard them as being outside the pale of scholarship. What is the basis of this judgment? Is there any genuine intellectual reason why studies of education should be so judged? Can anyone seriously maintain that it is scientific or scholarly to study the banks or the mills or the dramas of a people but not equally scientific to study its schools and colleges? Are there no principles involved in the study of education; does it not require the systematic organization of a great body of material; does it not demand the accurate and precise determination of fact? I do not see how anyone who has to do with teaching can seriously make these denials. And yet the fact remains that among our college teachers there is a strong and even contemptuous disdain for all attempts to study the technique of what they are doing. From what sources does that attitude spring?

#### The Fundamental Issue

There can be no doubt, I think, that a vital factor in the situation is a very legitimate and well-founded fear on the part of the scholar and teacher that his work may be 'supervised' by 'outsiders' if it is studied by them. Teachers have learned through many centuries of hard experience that teaching and study must both be free. No one, other than the teacher himself, may tell him how or what he shall study, how or what he shall teach. Both study and teaching must be the spontaneous expression of the man himself; he and his pupil must both be free to go as their own insights lead them. (Perhaps one should say, "as the teacher's insight leads them.") No one can deny the validity of that motive; no one can doubt that it gives the essential basis of all intellectual and teaching work. It is the creed of Liberalism, of the Free Individual in the realm of the mind. And yet in every phase of human living we are to-day becoming painfully aware that Liberalism is not a complete doctrine, that Individualism may be another name for Chaos. How shall men work together? How shall

they coöperate in common enterprises? Is a college to have no concerted and defined plan of action; is it to be a heterogeneous mass of unrelated individuals? Here obviously is another motive, another need equally pressing with that of Freedom. We must be Intelligent and Efficient as well as Free. How, then, shall intelligent coöperation in dealing with the problems of teaching aims and methods be established in our colleges? That seems to me the prior, the fundamental issue underlying all questions of technique. It is essential that the faculty itself, as a working unit, acquire the technique of clear and efficient examination and determination of its own procedure.

### The Rôle of the President as Educational Leader

I have said that, whatever may be the reason, the departments of education are not at present taking the lead in the attempt at improvement in college teaching. Whether or not they will do so, it is hard to predict. Certainly nothing that they can do will serve as a substitute for the provision that every one who teaches must study the art, the science of teaching, must learn to be intelligent about it and to coöperate with his colleagues in its planning and administration. But if not in the department of education, where shall we look for leadership in the organization and direction of college work? There has been, it seems to me, a most interesting development in the college world which seems to promise an answer to this question. I refer to the fact that the presidents of colleges and universities are coming to be recognized more and more as actively commissioned to criticize and to direct educational work. In an older day, when the building of plants and the acquiring of funds was a primary business, faculties were inclined to assign the president to that field of interest, keeping for themselves the control of learning and teaching. In those days, an Eliot, a Gilman, a Thomas, were distinguished, were marked off, by the liveliness of their participation in educational leadership. But to-day it is very largely the presidents whom we hear mentioned as stimulating institutions to the making of new ventures, as insisting that the whole scheme of teaching should be brought and kept under its own guidance and control. I have spoken of Scholz and Leigh, of Wilson and Lowell; but there are also Aydelotte and Holt and Little and Morgan and Hutchins of whom one thinks as leading the way in the work of experimentation. I do not think that this means merely that the administrator is to-day more able in focusing attention upon

himself. It seems rather to mean that our colleges recognize that there is genuine work to be done in the educational field and that the real leader of an institution is the man who is in closest touch with that work. Now, if that is true, it means two things with regard to college experimentation: it means, first, that the colleges are just at the beginning of a great movement for the improvement of their teaching—the American Association of University Women already lists 128 notable experiments in this direction—but it means also that the most significant step in the development of technique is now being taken. The colleges and universities are organizing themselves for educational experimentation. They are recognizing the need of it in their selection of leaders. It may be that, as time goes past, the president of a college will, in the nature of the case, be regarded as the chairman of its department of education. It may be that the members of that department, chosen as especially qualified for the consideration of educational policy, will be its executive or advisory council. But apart from these remote possibilities, there is one immediate fact of great significance. If the leadership of our American colleges is stirring itself toward the critical reëxamination of teaching procedure, then 'experiments' will soon come to hold a different place in the educational scheme. They will not be so much the product of individual initiation or special circumstance, but rather expressions of deliberate purpose and planning. They will not be judged in terms of favorable or unfavorable attitudes, but rather in terms of a growing technique of fact-gathering and evaluation. In a word, the college itself, as well as its separate ventures, will take on the technique of experimentation, will grapple with the problem of self-criticism. The coming of that change, one need hardly say, would be the most fundamental step in the development of the technique of college experimentation.

## CHAPTER VIII

### LIBERALIZING A LIBERAL EDUCATION

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A picture of "the true liberal-arts college of the modern age," as some leading educators envision it, emerged from the Curriculum Conference held at Rollins College during the latter part of January, 1931.

At a 'religious parley' on our campus in the spring of 1930, Dr. Goodwin Watson, of Columbia University, made an address on the general subject of the curriculum. I was so impressed with this address that I immediately consulted Dr. John Dewey as to whether it would be possible to bring together at Rollins a group of persons interested in the problems of a college of liberal arts with a view to working out, not so much a curriculum in detail, as the 'basic principles' upon which such a curriculum should be built to meet the needs of youth—not of fifty years ago or of fifty years hence—but of to-day!

Through perfection, during the past six years, of the Rollins Two-Hour Conference Plan of Study, which abolishes the evils of the lecture and recitation systems, we believe that we have already made substantial progress in our attempt to humanize 'methods' of teaching and learning. But the curriculum, the 'subject matter' to which those 'methods' were applied, had remained practically as we found it, although three committees had been at work, independently, on the problem with painstaking study and serious thought, as revealed in their four reports submitted early in January, 1931: The Faculty Curriculum Committee Report, The Faculty Curriculum Committee Minority Report, The Student Curriculum Committee Report, and the volunteer Faculty-Student Curriculum Committee Report.

It seemed to me that at this time, when education from kindergarten to the graduate school is undergoing such widespread and, on the whole, such just criticism, a relatively small conference of persons interested in and informed about educational problems—a group neither radical nor reactionary but liberal and forward-looking—might contribute a real public service to education in general and to the colleges

of America in particular; for in all the current educational discussion, criticism, and constructive experimentation, the specific problems of the liberal-arts college, as such, had been given but little direct attention.

To gather the group which assembled at Rollins<sup>1</sup> under the chairmanship of Dr. Dewey was not difficult. The effort of this group, as Dr. Dewey points out, is unique in that it focuses on this particular branch of the educational structure (the liberal-arts college) and states the problem it confronts and what the conference regards as the solution. And although few subjects in the field of education to-day are being so widely debated, the conclusions reached represent a surprising degree of unanimity. And the same may be said of the independently drawn curriculum-committee reports of the Rollins student and faculty committees. The report of the Curriculum Conference represents an attempt to estimate both the needs of the college graduate as they are being shaped by present social and economic forces and the best methods of meeting those needs in view of the extent and complexity of the knowledge now available.

It was never thought that the conference should propose a specific curriculum for a particular college, least of all one for Rollins; but I have no hesitation in saying that the findings are of uncommon value and timeliness and that they will be of interest to students of educational problems, more specifically to the faculty and administrative officers of American colleges of liberal arts.

The views of the conference on the rôle that the liberal-arts college should attempt to play and the best handling of its curriculum are indicated in the following condensed extracts from the final report.

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<sup>1</sup>Those who attended the conference and helped to shape the reports are for the most part men and women actually dealing with the problems discussed: Dr. John Dewey, Professor of Philosophy, Columbia University, chairman; Dr. James Harvey Robinson, New School for Social Research; President Arthur E. Morgan, Antioch College; Dr. Joseph K. Hart, Professor of Education, Vanderbilt University; John Palmer Gavit, Associate Editor of *The Survey*; Dr. James Creese, Vice-President, Stevens Institute; President Constance Warren, Sarah Lawrence College; Dean Winslow S. Anderson, Rollins College; Dr. Goodwin Watson, Associate Professor of Education, Teacher's College, Columbia University; Henry Turner Bailey, Director of Cleveland School of Arts; Dr. Wilder D. Bancroft, Professor of Chemistry, Cornell University; Dean John D. Dawson, Professor of Mathematics, Antioch College; Beatrice Doerschuk, Director of Education, Sarah Lawrence College; Dr. A. Caswell Ellis, Director of Cleveland College, Western Reserve University; Dr. F. R. Georgia, Professor of Chemistry, Rollins College; Dean Max McConn, Lehigh University; and President Hamilton Holt, Rollins College.

## I. THE FUNCTION

The purpose of the college of liberal arts is to discover and achieve the values and significance of life, individual and social, through: (1) the organization, transmission, extension, and application of knowledge; (2) the awakening, developing, enlarging, disciplining, and harmonizing of interests, appreciations, and attitudes; (3) the inspiring of the students, the faculty, and the officers to consecrate their unique personalities to the common good.

These general purposes involve: (1) a realizing sense of the importance of continuity in the human quest; (2) increasing understanding and control of the physical world and of a favorable physical environment; (3) an increasing understanding of the nature of man in his human relations; (4) an increasing knowledge and control of the biological nature of man; (5) a search for the nature and significance of meanings, ends, and values in human experience; (6) helping the individual to find and master his appropriate life work; (7) helping him to realize the importance of the intelligent use of leisure, including lifelong development of new interests and capacities; (8) development of wholesome physical and mental habits; education of the will and the emotions as well as of the intellect; harmonizing of the elements of personality, and stimulation of creative powers.

Education being a lifelong process, provision can be made intelligently for any part only by considering that part in its relation to the whole.

The work of the secondary schools should be related to the development of the personalities of the secondary-school pupils and not to detailed college requirements. The college should appraise the value of prospective students independently of preparation in any specifically prescribed subject matter. Character, maturity, and evidence of ability to carry further work should be the only important entrance requirements.

A limitation of the liberal-arts college has been its tendency to deny worth to economic and other practical issues and to assume the old classical attitude that usefulness and dignity are in conflict. For the liberal-arts college to survive, it must recognize the unity and equal dignity of all necessary human concerns and must endeavor to include and synthesize them all. This is the lesson the liberal-arts college must learn from the institutions that seem to threaten its existence.

In so far as the liberal-arts college contends for a perpetuation of the traditional conflict between vocation and culture, it seems doomed to play a constantly decreasing rôle in education. It is rapidly becoming established that study within one's vocational preparation is an important means of freeing and liberalizing the mind. This being true, the inevitable trend in education is toward the rapid thinning of the traditional wall between vocational and cultural education.

The liberal-arts college has been one of the chief agencies in America for broadening and deepening cultural traditions, and for introducing young men and women to great personalities and accomplishments in literature, art, history, and science. It has been the chief means by which American youths have had contact with cultivated and disciplined minds and have come to undertake similar development in themselves. American graduate schools are largely recruited from small liberal-arts colleges where intellectual interests have been aroused.

For millions of young Americans the liberal-arts college has been almost the sole opportunity for escaping from provincialism and for achieving the intellectual, ethical, and social outlooks and interests of cultured men and women. It is chiefly through the influence of the liberal-arts college that American business has to some degree escaped from the traditional petty shrewdness and sordidness of the trader, and that business is taking its place among the older professions as a form of enlightened human service.

Chief among all our educational institutions, the liberal-arts college has been dedicated to the principle that man does not live by bread alone. To curtail or to eliminate its influence in favor of a predominantly utilitarian education, either by substituting undergraduate professional schools or by crushing it between the upper and nether millstones of the junior college and the professional school, would be a very serious loss.

## II. THE CURRICULUM

The scope of knowledge has become so vast that it is impossible for the student to cover it all. A selection must be made. The problem is to determine the basis for such selection. The following are points we feel demand consideration:

1. Less emphasis on the acquisition of mere facts and more emphasis upon generalization, and awareness of gaps in knowledge.

2. Different introductory courses for those who plan further work in a field and for those who do not.
3. More emphasis upon breadth in the first part of the college student's career; more emphasis on specialization in the latter part. Since educational growth is continuous but irregular within the individual, the time and rate of shifting of the predominant interest from breadth to specialization should vary with the individual student.
4. More emphasis on the development of the individual, not machine production, should characterize the college. (Probably a teacher should teach or counsel a given number of students rather than be responsible for a given number of credit hours. An administrative reorganization that considers this factor in determining the teaching load would be helpful.)
5. Vocational names should not be given to lines of study that do not give definite vocational training.
6. Each college should make a careful study of the vocations for which its students might desire or endeavor to prepare themselves and consider the feasibility of giving at least initial direction to the students in a larger number of vocations.
7. At the terminal point of his college career, in addition to effective mastery in his chosen field, the student should have a reasonable acquaintance with, interest in, and appreciation of: the world in which we live, including both organic and inorganic, animate and inanimate; the realm of personal and social relationships; the literary, linguistic, and artistic products of our civilization; and should have some skill with the tools involved in the acquisition of these.
8. It is recognized that the student should understand the relationship to life of each portion of education and to the organized body of subject matter of which education is a part.

One alternative in achieving this is to organize the material in courses which will help the student to see the subject as a whole, but which stress the applications incidentally. Another possibility, less tested, is to organize the material in projects similar to those which arise in modes of living outside of school, crossing the conventional subject-matter divisions, effecting a generalization, but with emphasis upon appreciation of logical 'relationships.' A third

- possibility is a combination of these two methods in varying proportions.
9. "How shall we determine what shall go into the curriculum of a liberal-arts college? What weight should be given: (a) the present interests of the student, (b) the problems of civilization, (c) the traditional classifications of knowledge? Is a creative synthesis from these sources possible?" A committee conferring on this question found it impossible to answer in mathematical terms, but believes recognition of all three items not only possible but necessary.
  10. So-called 'extra-curricular activities' are really part of the educational offerings of the college and should be subjected to the same critical analysis, selection, and guidance desirable in other phases of the curriculum.
  11. There is some tendency to give students schedules too crowded to permit genuine intellectual growth.
  12. Prerequisites for entrance and within the college have been too rigid, too formal, and not fully justified. Supplementary substitutes include:
    - a. Development of prognosis tests that really predict ability to succeed in particular lines of study.
    - b. Faculty advice and guidance to meet the needs of each individual in place of relying on rigid regulation.
    - c. Prerequisite courses rather sharply limited to what actually is requisite; often to a small amount that can be taught when needed.
  13. In general the conference favors the extension of methods of individual guidance through advisers and faculty committees and the recognition of such methods as an important function of the college of liberal arts.

### III. THE ROLLINS INSTANCE

Equipped with its own committee reports and the findings of the Curriculum Conference,<sup>2</sup> the Rollins faculty has adopted a new curriculum for Rollins College, effective at the opening of College in the fall of 1931.

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<sup>2</sup> These reports and findings have been published by Rollins College and are sold at cost.

The instance of how closely Rollins' new curriculum parallels the report of the Curriculum Conference philosophy and principles should be interesting here.

The new Rollins curriculum organization, synchronized with the Conference Plan of Study, endeavors to place greater responsibility upon the student by putting work upon an 'accomplishment' basis.

To this end, all grades, points, and credits are abandoned. The specific time element in residence and the conventional freshman, sophomore, junior, and senior yearly classifications are abolished. The College is divided into a Lower Division and an Upper Division. In the Lower Division the broad fundamentals of educational outlook and development are stressed and preparation made for the more specialized work of the Upper Division.

With the consent of his faculty advisers, the student may accomplish the work of his courses without necessarily attending class. He could possibly complete his college course in two years, or it might take him six. The probabilities are that he will attend daily classes and conferences and that he will complete his course in the usual four years. But the program is sufficiently elastic to accommodate itself to the individual problems and abilities of each student. With suitable checks and safeguards to insure the profitable use of time and talent, the 'accomplishment' basis has been easily effected under the close personal contact between teacher and student provided by the Rollins Conference Plan of Study.

Most of the subjects taught at Rollins College in the past will be offered under the new curriculum plan, but rearranged with new emphasis on their human applications and values. In addition, new courses will be provided to realize the liberalized objectives agreed upon in the four Rollins curriculum-committee reports and the Curriculum Conference report already mentioned.

Great latitude is permitted the student in the selection of courses, as well as in the method and time of completing each course. Almost the only requirement is that, in consultation with his faculty advisers, he provide for a sufficient distribution of work in the Lower Division to give a well-balanced training, wide outlook, and broad foundation upon which to build his later more specialized work in the Upper Division; and that, in the Upper Division, he provide for intensive work of such character that effective mastery of a chosen field will be obtained.

The arrangement of subject matter in these courses is so liberal and so elastic that, under the system of close personal contact between student and professor on our campus, we believe that at Rollins we have gone far toward achieving almost every requirement these authorities have agreed essential to "the true liberal-arts college of the modern age."



## GUIDE TO CHAPTER IX

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## CHAPTER IX

### FUTURE POSSIBILITIES IN LIBERAL-ARTS EDUCATION: SOME EXPERT OPINIONS

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Compiled by

KATHRYN McHALE

Professor of Education (on leave), Goucher College  
Director, American Association of University Women

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#### I. GENERAL CONSIDERATIONS

The content of the foregoing chapters affords a sampling of the kind of experimentation and changes that may be found in the liberal-arts college. As seen therein, the colleges have made noteworthy attempts to deal with the problem of a more effective intellectual life for the students. Their experiments have challenged students to venture in education and have added interest and zest to the process. To be sure, in their zealousness over the development of newer practices, not all the colleges have stopped to consider the qualitative value of the various practices and the philosophy of higher education they imply. But this, of course, is not so significant for their educational development as the fact that liberal colleges have been willing to change. Their past is not lacking in glory; their present status is, for the most part, healthy and promising; their future is bright with hope. Their fundamental philosophy will always make them different from other educational institutions, and with this recently developed conception of the college as an educational laboratory the forecast of their possible contributions in developing the intellectual life of their students is of almost limitless scope.

There may be those who observe that, after a consideration of current changes and experiments, we do not know which is the best plan; or that it is a misnomer to talk of experimentation at the college level, since in a bona fide experiment all the factors are counted, isolated, and controlled, the processes are watched, and the results quantitatively measured; or that the vitality of a college cannot be measured in terms of its administrative machinery. There are others who regard such observations as indicative of unprogressive and deterrent attitudes, who believe that the tendency to give up educational experimentation is a

dangerous one. They say that we must believe in it, we must go on venturing, using the best techniques known, if progress is to be made, even though we seem at times to be in contradiction with one another.

From what has been presented in the foregoing chapters we perceive that there are, indeed, many factors in these problems of college experimentation and change which may be confused and more or less incoherent, and that we are trying to change things one at a time. That is, scattered and single changes are current for the most part. Perhaps in the future we shall want to do something other than this, because the things that are not changed are so intimately connected with those that are, that in changing one thing at a time we really do not succeed in changing the things that we think we do change. We may need to try changing all things, changing everything at once. Even this suggested radical procedure may have to be done in small units, since it is impractical to change a whole institution at once or even to deal with the whole faculty or the whole student body at once. Unification and reconciliation should be the rule all along the line. If we are to have successful experimentation in any college, certainly a small faculty group who can work coherently and evaluate the quality of the developing enterprise, an integrated coherent program of studies, and the individual student on whom the whole force of the experiment should bear are essential factors for the unification of results expected.

In choosing experiments in the future, we should choose not only projects but also phases of the educational situation that seem important. These should not be confused. We want at all times both ventures and phases considered. Certain isolated projects may appeal to one's intellect as excellent, but from the standpoint of the larger phases of education they may not be so important. And a statement of the underlying philosophy of trends, set forth at the outset, will protect us from blindly selecting experiments that we should not choose from the viewpoint of quality and importance. In Chapter IV were presented the major problems that would warrant further and intensive study, as contrasted with specific experiments, though these problems were illustrated by specific experiments. In several of these experiments used for illustration, owing principally to the shortness of time during which they had been carried on, there had been gained tentative, but not conclusive, data, but these experiments are extremely important if for no other reason than that they do represent important phases of education, projects based on fundamental principles in higher

education where the reasons for, and educational objectives of, the new departure were well analyzed in advance.

The colleges are prone to work alone, and as a rule, independently of educational units that come before and after college. This precipitates many inconsistencies as well as opposed concepts and practices in college educational work. As a consequence, we have some interesting examples of the things colleges do which are not consistent, as for example, the honors course demands prerequisites of secondary schools in which methods are emphasized that do not prepare the honors student; again, both the secondary school and the college are working on admissions, but in opposite directions; the seminar in college as an instructional method is stimulating to the teachers, but the tutorial method as a practice is in the ascendant; the abolition of the course credit without the development of the proper type of comprehensive examination is current, or the external examination is used with a board which should, but does not, include some technicians.

The naïveté of some of our experimentation indicates that our faculty and administration groups could profit from more information on the fundamentals of educational experimental methods. The graduate schools may in the future<sup>1</sup> make provisions which will allow them to recommend "no doctor of philosophy for a college position unless he has given clear proof of his aptitude and equipment for conducting college classes" and for educational experimentation in phases of collegiate education pertinent to the organization and administration of his major professional field. Coöperative research on the part of a college faculty into problems of college education should eventuate in a more critical evaluation of the best possible techniques of investigation and produce more effective experimentation. The immediate import of this educational inadequacy is that, despite a generation of research in elementary education and a considerable amount of investigation in the secondary field, we are relatively novices in research work in higher education. It is a doubtful measure of progress that more than two dozen college departments in schools of education in the universities are offering work in college education, inasmuch as few of them have a staff trained and equipped for this purpose. To assume otherwise is insincerity and presumption. Until college teachers of education learn to improve their own offerings and performances, they may

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<sup>1</sup> Gray, William S. *The Training of College Teachers*. Volume 2. University of Chicago, 1930. 230 pp.

well sit in humility at the feet of their critics. Until then we shall be using the term 'educational experimentation' loosely.

### Problems Arising Out of Current Changes and Experiments

Many of the changes and experiments mentioned in one or another of the three categories: care and direction of students, curriculum and instruction, and organization and administration, have been the outcome of, or have been associated with, other changes and represent significant problems confronting educators. One change has frequently been followed by a succession of changes that have developed into major problems. Thus it is obvious that the development of the facts of individual differences reveals the needs of students and vice versa; again, serious problems with respect to the curriculum and to instruction have been the result of changes in these fields and have in turn raised problems of articulation, socialization, teacher-training, educational finance, and others quite as significant.

In brief, the tendency of the college to become a progressive agency in society, not merely a bearer of traditions, has brought it into conflict with other social institutions and introduced problems that will require unusual wisdom and skill in their solution. If anyone doubts the existence of problems in this educational field, he need only consult the published literature dealing with research in this field. The extent of research activity is most amazing.

### Trends and Needs

The probable future trends in American liberal-college education are in many respects difficult to forecast. There are at present fundamental underlying forces at work that are likely to influence liberal-college education in the United States in ways that are beyond prediction. When we consider the accumulated changes in every aspect of college education that have occurred during the past ten years, it seems useless to attempt to forecast the probable changes that may occur during the next ten years.

If present trends mean anything, perhaps we may expect more widespread and important changes with respect to the care and direction of the individual student. There is an increasing interest in such needs. Interest in putting meaning into college work is centered at present on special considerations of the top stratum of our student body, but emphasis is shifting, by way of suggestion and example, to

a modification of such provisions for the entire student body. There is apparent also a tendency to stress preventive, rather than remedial, measures with respect to all types of students. The colleges' interest in youth is growing more comprehensive, and we may expect the college of the future to set as its standard a completely integrated personality in which every aspect of adolescent growth and development will receive adequate attention.

One could only hazard a guess as to what exactly will constitute the curriculum ten years hence or in what way learning will be guided. It may be safe, however, to assert as general characteristics of the future that the curriculum will integrate fields of learning; that both curriculum and method will be individualized, and differentiated in terms of individual capacity, interest, and future needs; that teaching will be more exact but more informal; and that the student will be socialized through contacts with many more life situations and will be able to learn more completely by living more completely.

There will be a great deal more study of, and experimentation with, such phases of organization and administration as articulation, selection, alumni education, college or educational finance, the support and the making and administration of the budget, the tuition and scholarship systems and the cost of instruction, administrative machinery, the faculty sabbatical, research provisions, etc.

These represent practically uninvestigated problems in need of study. We have concerned ourselves primarily with the more important problems relating directly to the students. When their salient needs are better understood, the problems of organization and administration will no doubt receive more attention. The problem of educational finance is the most complex and difficult of these and directly circumscribes the progress of the changes that depend upon money for their development; so, obviously it is a major and immediate one for solution.

The outlook for changes and experiments in liberal-arts education will be determined largely, however, by the spirit of all interested in the future of American education. If there is a common knowledge of facts and coöperation on the part of all, progress will be assured.

The statements that follow are those of educators who have expressed significant and interesting ideas as to what a liberal-arts college should be in the modern world. Some of the statements are quoted from material published elsewhere; others have been drafted

expressly for this Yearbook. They will help to predict trends of study of the liberal-arts college and offer working hypotheses to be tested in an experimental way.

## II

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ABRAHAM FLEXNER

Director, Institute for Advanced Study

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"Whatever allowances we might make for national tradition or temperament, we should see to it somehow that in appropriate ways scholars and scientists would be conscious of four major concerns: the conservation of knowledge and ideas; the interpretation of knowledge and ideas; the search for truth; the training of students who will practise and 'carry on.' I say, to repeat, 'the major concerns' of scholar and scientist. Of course, education has other and important concerns. But I wish to make it plain at the outset that the university is only one of many educational enterprises. It has, in the general educational scheme, certain specific functions. Other agencies discharge or should discharge other functions. . . .

"Education—college education, liberal education, call it what you will—should, one might suppose, concern itself primarily during adolescence and early manhood and womanhood with the liberation, organization, and direction of power and intelligence, with the development of taste, with *culture*—a perfectly good word that has unfortunately become odious in the ears of the professional educator in America—on the assumption that a trained mind, stored with knowledge, will readily enough find itself even in our complex world; that there are many things that do not require teaching at all; and that there are many things of technical nature which may require teaching, but surely not in a college or university."<sup>2</sup>

## III

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A. LAWRENCE LOWELL

President, Harvard University

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"Let me say that with the common estimate of the American College I wholly disagree. It is the habit to belittle it in comparison with

<sup>2</sup> Flexner, Abraham. *Universities*. Oxford University Press, 1930, pp. 6-7, 53-54.

the graduate school; to speak of the latter as the university and the college as a continuation of the secondary school, hardly a part of higher education. With that point of view I am in hearty disaccord. The graduate school is a professional school. Its students are preparing to be teachers and, in the case of a small minority, productive scholars. It is not a place for giving a high type of education to the future lawyers, doctors, business men, and statesmen. That should be done by the college, and its work should be of university grade. There is no reason why our best colleges should not do as good work in this way as Oxford and Cambridge; different, of course, by reason of national divergencies—not so good in some subjects, but better in others. So far as it can be attained, education of this type should be the aim of the American college. To put it in a more abstract form, what should that aim be? Is it not to produce young people who can think clearly and deeply and who enjoy reading and thinking that is permanently worth while?"<sup>2</sup>

## IV

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ROBERT M. HUTCHINS  
President, University of Chicago

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"The problem we face in education is how to produce informed individuals capable of leadership; how to produce people who can think independently, and whose thinking is based on sound knowledge. Students cannot be regarded as mere receptacles for information. Yet we must not lead them to suppose either that it is possible to develop important ideas without knowing the facts. Holding fast, therefore, to what we have that is good, we confront in education three related tasks: first, the cultivation of independence; second, the elimination of the unessential; and, third, to which the first and second are preliminary, the restoration of ideas to their place in the educational scheme.

"These three related tasks the University of Chicago has faced this year. The new regulations permitting the student to prepare himself for examinations in his own way, to absent himself from classes, and to present himself for examinations when he feels ready to do so are

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\* Lowell, A. Lawrence. "The Harvard House Plan." *Bulletin of the Association of American Colleges*, 17: No. 1, March, 1931, p. 89.

obviously designed to promote independence. The new general courses eliminate the unessential; they demand mastery of important facts and important ideas in the principal fields of learning. The general examinations in content and administration should accomplish the same aims. They must of necessity emphasize ideas rather than facts. Since the examinations will not be given by the instructors who have taught the various courses, the student will be compelled to study and think about the subject instead of learning his teachers' words by heart. These examinations will require organization, coördination, and reasoning upon the facts learned. It is even possible that some day we shall have an examination system that formally recognizes the relationship of fact and idea. Under such a system the student would have to know the essential facts and know them all before being permitted to take the final examination. On that examination, then, he might have access to any reference books whatever. The important thing would not be his information, but his ability to handle it, to effect new combinations, and to develop his ideas. Some such arrangement might dramatize the fact that the obligation of the educated person is as much to understand as to know. Finally, the concept of a general education upon which the new College plan is based means the cultivation of independence, the elimination of the unessential, and the restoration of ideas to their place in the educational scheme. The whole program, in short, puts a premium on those qualities which our society demands and lacks.”<sup>4</sup>

## V

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MELVIN A. BRANNON  
Chancellor, University of Montana

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The liberal-arts college has been the subject of adverse and voluminous criticism during the last two decades. The discussions of proponents and opponents constitute a kind of educational folklore. The proponents of Victorian culture, so effectively provided by the historical liberal-arts college, naturally resented the adverse criticisms and proposals of those who stoutly advocated the inclusion of the so-called ‘practical,’ vocational, and preprofessional training in the work of the

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<sup>4</sup>Hutchins, Robert M. “The New Atlantis.” *The University Record*, 17: No. 3, July, 1931, pp. 149-150.

college. These earnest, honest, and stubborn adherents of Victorian cultural education naturally resisted also the encroachments of crusading junior colleges on the one hand and professional schools on the other. The junior colleges were appropriating the first and second years and the professional schools, the last two years of the historical liberal-arts college. Obviously, the success of these two movements would ultimately destroy the integrity of the cultural college.

Under the circumstances what changes may be suggested in the function of the college that will tend to conserve the desirable and legitimate cultural functions of the historical liberal-arts college and at the same time satisfy those who intelligently and vigorously protest the static, tradition-loving college of the past that they indict as inefficient and impractical? Obviously, cultural education that is to endure must be organized and utilized to train youth to *think* and *imagine* and to *live* productively and responsibly in this highly mechanized, speeding, and changing world. In truth it is not presumptuous to predict that the survival of cultural education is dependent upon structural and functional changes which represent the limiting factor in this age of highly experimental educational activity. The disappearance of the best in cultural education would be a serious catastrophe. Such a catastrophe may be avoided if certain intelligent changes are effected through a process of evolution. The experiments proposed by progressive educational leadership relative to organizing the present college curriculum so that the best of the cultural past and the best of the imaginative, scientific, and usable present may be effectively combined are exceedingly encouraging. Such changes in the college curriculum stimulate youth to use intellectual curiosity increasingly within and without the college. A sane combination of cultural and scientific training would teach youth to think accurately, sanely, and philosophically, and to act accordingly. Such a combination would teach them to discharge their economic, social, and political responsibilities promptly, continually, and constructively.

Important changes demanded of the modern college are both structural and functional in nature. I refer to the separation of the four-year course into upper and lower divisions. The lower structural division will function in supplying students with foundational information and in forming foundational habits in analysis and synthesis of the knowledge acquired. The upper division of the modern college will function in providing the student greater freedom, greater responsi-

bility, and a driving challenge to pursue eagerly and steadily cultural, scientific, economic, social, political, and philosophical thought. The student will exercise his greater freedom more effectively if he has the opportunity to think into and through various types of knowledge organized in related and coöperating departments or divisions of instruction and research. The results of his intellectual training, both in the lower and upper divisions, will be tested by comprehensive examinations rather than by hours, credits, and grade points recorded by an academic cash register.

The high achievements of thought and behavior demanded of college-trained youth by the modern world are dependent upon a great increase in the number of teachers like Plato and Aristotle—teachers who place the major accent in education upon *persons, personality, intellectual freedom, and curiosity* rather than upon subjects. These high objectives are obtainable only when teachers substitute for the routine of drab, unimaginative, and listless presentation of subject matter the techniques that encourage the development of the imagination, initiative, and honest, courageous thinking of college men and women.

The benefits to be derived from these changes in the structure and function of the modern college will be twofold. First, college education will be an intriguing, creative, stimulating, and joyous adventure in seeking, acquiring, and using truth; students will respond to the lure of such an adventure into the culture of the past, into the science of the present, and in the experiment of combining effectively and coöperatively the past culture and present science in order that creative and productive living in the immediate present may be achieved. Second, college education thus modernized will supply society with college youth ably trained, eager, and enthusiastic for efficient participation in the life of this highly industrialized twentieth century.

The college adjusted to the modern life meets the acid test of worthy values, the real comprehensive examination—"by their fruits ye shall know them."

## VI

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GEORGE B. CUTTEN  
President, Colgate University

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Under the pressure of the scientific age American college education has tended too much toward analysis and too little toward synthesis.

The college has taken the student to pieces and tried to develop each part separately. One teacher has dealt with him as a student of English, another as a student of history, a third as a student of economics—and none of them has considered him, or encouraged him to consider himself, as a whole being. There has been no putting of him together except on the books of the registrar: in those pages he has appeared in the shape of an algebraic formula in which a number of A's and B's, C's and D's have been added together by some occult process to make one A.B.

This, I say, has been the tendency, the thoroughly regrettable tendency. Here at Colgate we have become convicted of sin and have realized that the way to salvation lies in the conception of the student as an individual and as a complete person. We have reorganized our curriculum and our teaching methods along those lines.

## VII

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E. H. LINDLEY  
Chancellor, University of Kansas

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1. The true function of the liberal-arts college is to provide for the education of individuals as individuals. Economic and social pressure toward quantity production tends constantly to divert the college from this goal. Individuals, however, should be made intelligently conscious of the meaning of the social order and of their responsibility to society.

2. Personnel studies suggest college courses of varying length to fit individual need and capacity. The four-year course, like the average suit of ready-made clothing, fits nobody well.

3. The college should make adequate provision for the best. The college should be afame with a passion for excellence. While eliciting supreme effort from each individual, it should make special provision for the more gifted. One practical suggestion—for the best students after the sophomore year, optional attendance at classes, etc., but with opportunity for frequent consultation with instructors or preceptors.

4. The college should provide for every undergraduate an integrated view of Nature and of man. This may or may not require orientation courses. Team work of many departments may serve.

5. The college should therefore not be dominated by departmental tradition. The department, indispensable for research, and useful for

administration, is an obstruction to effective undergraduate teaching. The revolutionary changes in physics suggest impending changes in the classification of the sciences and the rupture of present department boundaries.

6. The college should bring the fine arts abreast of science and the languages and literature. The fine arts can do much to civilize the emotions now greatly neglected in our liberal-arts program.

7. Quality, excellence, can come best through the personality and art of the teacher. The honors course can do much. While research is the vital spirit of teaching, the artist-teacher is indispensable. As Lord Acton said of Rousseau, "He invented nothing, but he set everything on fire."

8. The college should give a worthy scale of life values. The relatively slight influence of philosophy and ethics in many colleges to-day measures the failure to supply a comprehensive total view of man and of Nature or to inspire youth with insight and resolution to put "first things first."

9. The college cannot truly exist without the atmosphere and stimulus of academic freedom. Without such freedom there can be developed little initiative on the part of faculty or students.

10. The present ferment in American educational thought, the numberless experiments, promise much for the individualization and humanization of the new generation. Youth is a bundle of instincts and appetites. The function of the college is not to suppress but to organize and sublimate these under the captaincy of the intellectual tradition, touched with emotions disciplined chiefly by study of the fine arts.

The release of power, the encouragement of initiative, the expansion of personality, the humanization of aims justify present huge expenditures of money and effort by the colleges to bring the abundant life to an incredible number of people.

## VIII

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J. B. JOHNSTON

Dean of the College of Science, Literature, and the Arts  
University of Minnesota

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A satisfying life is to be secured by the effective organization of human energies and customs so as to assure each individual fairness

of opportunity to enjoy the earth's resources. Such organization of great masses differing in racial and individual characteristics requires the exercise of the highest order of intelligence. Governing classes or groups have never envisaged the organization of all humanity. They have seldom looked beyond national power and the domination of one nation over others.

Within a nation the governing groups have not usually brought the highest intelligence to their task. Their policies have commonly been controlled by group opportunity and interest. The nation has been dominated sometimes by a landed aristocracy resting on slave labor; sometimes by a church holding the common people in peonage on the land; sometimes by a manufacturing class subsidized by gifts of national domain, water power, privileged position, and protected markets; and often by similar industrial groups who have sought their markets and protected trade routes through the nation's conquest of neighboring peoples or of overseas dominions. These governing groups have not included the classes of highest intelligence in their respective nations. Lacking the intelligence necessary to direct the complex ramifying relationships of their large-scale undertakings, they have drawn their nations into devastating and fruitless wars, have imported pestilence with their wares, and have developed in the whole of industrial society the habit of recurring manic-depressive cycles.

In our own nation the immediate need is to bring intelligence into the operations of the governing groups so that they will turn from the unwise selfish processes of exploitation to the organization of all phases of industrial society on a basis of fairness, coöperation, and stability. There is need further to raise the intelligence of all the people so that their political action may be freed from the crude intrigues of selfish groups and that the laws and their administration may serve for the advancement of the whole nation as a society of individuals with mutual interests.

This function of bringing intelligence to play in the affairs of the nation has been confided to the system of schools, colleges, professional schools, and universities. The peculiar function of the liberal colleges is to furnish the facilities and conditions under which capable persons may develop their intellectual powers and acquire in the highest degree the social intelligence that is needed for the organization of human life. The most important factor in this process is the cultivation of those attitudes and skills that educators usually stress: curiosity, open-

mindedness, initiative, originality, independence of thought, and above all intellectual integrity, honesty, loyalty to the results of unbiased study. The liberal college operates in the field of critical thinking and scientific discovery. Its duties are to find the appropriate students and to give them intellectual training and social experience, in the interest of the intelligent organization of human life. The essential function of the college is to give to society the largest possible body of intelligent citizens who shall apply to its customs, its successes, its mistakes, and its foibles, the cool appraisal and the critical judgment that are necessary to progressive change or improvement. Obviously, the first step for the college is the critical appraisal of its own ideals and procedures.

## IX

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MARY E. WOOLLEY  
President, Mount Holyoke College

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"The function of the college in modern life." By "modern life" I mean the life of to-day; that is, modern in the sense in which our students understand it. Although the nineties may not seem to some of us like the Middle Ages, we must admit that the first quarter and a little more of the twentieth century, even the last ten or twelve years, have seen the rise of a new world. It is against this truly modern background that we must ask the question, "What is the function of the college?"

If there is a doubt with regard to the function of the college it is primarily concerned with the college of liberal arts. The vocational college, the professional school, have to do with training for particular spheres of work and, therefore, have the advantage of definiteness, an advantage which the liberal-arts course often finds it difficult to achieve. On the other hand, the vocational or professional school has its pitfall, and a serious one; namely, the danger of narrowness, limited outlook, over-specialization at the price of culture.

'Function' cannot be considered apart from 'needs'; that is a marriage wherein divorce is impossible. This modern life of ours presents many needs; there are three which seem to me outstanding.

The first is the need of *thinkers*. That is not a new need in the world, but the need is more acute or, to turn the shield, the risk run

by not having it met is greater. Two factors in modern living accentuate this risk: first, its *tempo*. Things happen so fast that there is no time for the cooling process of the second thought. Second, the nearness of all humanity to one another. Antagonisms between individuals living far apart may be disagreeable, but not dangerous; antagonisms between next-door neighbors are likely to be both disagreeable and dangerous!

Other aspects of education are often more alluring than mental discipline. It is years since Dean Briggs wrote that we were "leaving the straight and narrow path and wandering all over the flowery meadow"; in these years we have wandered farther afield even than the Harvard prophet foresaw. I was interested this summer in a comment from the annual report of the head of our department of English. "A decrease among freshmen in the power to read and write prose which makes any demand upon the reasoning powers has become apparent during the past few years. . . . The impulse toward creative writing which has come into vogue in many schools, and which has given an impetus to imaginative appreciation both in reading and writing, must be blamed for at least some of the deficiencies in logical habits of mind among our freshmen." . . .

A second outstanding need of modern life is the establishment and maintenance of *standards*, standards both esthetic and ethical. . . . It is a subtle thing, this lowering of the standard of taste on the stage, in fiction, in music, but the very subtlety of the attack makes it more of a menace, just as an enemy in ambush is more dangerous than one in the open. Judged by esthetic standards, we do not compare favorably with the privileged groups in other nations, and this national need spells opportunity for the college.

There is a third outstanding need of modern life, which I hardly know how to phrase; perhaps the *deepening of human resources* most nearly expresses my thought. This conception of education is the antithesis of the philosophy of 'getting by'; it regards education as for something more than direct application to immediate needs; makes the possessor like the householder "which bringeth forth out of his treasure things new and old."

It is perhaps in this direction that the college of liberal arts finds its peculiar opportunity. The vocational college, the professional school, have definite tasks to accomplish and a definite time in which to accomplish them. The college of liberal arts best performs its task

when it does not neglect the storing of the mind with treasures that are not needed for 'direct application to immediate needs.'

Education is too often thin, lacking in depth. That this is not an unjust criticism, our reaction to a well-stored mind goes to prove. Courses in literature are largely elected in our colleges, but the man or woman who has a wealth of literary knowledge upon which to draw as from stored treasure stands out as an exception. We have more opportunity in this line, more virgin soil to cultivate than we have yet improved.

I believe in the college of liberal arts. I believe it has an increasingly significant function in the age in which we live, an age needing men and women trained in the difficult art of thinking, with cultivated taste and high standards of conduct, with lives rich in resources of mind and soul.

## X

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DAVID A. ROBERTSON  
President, Goucher College

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Departmental organization of school and college has contributed to American educational progress. It has helped to carry into the colleges and schools expertness in subject matter. It has led, however, to a general practice of phrasing admission and graduation requirements in terms of courses offered by departments.

In recent discussion college objectives have been stated in terms more realistic than semester hours accumulated in various departments—for example, the life activities of men and women. To use a single illustration, all human beings have occasion to understand ideas conveyed to them and to communicate their own ideas to other persons. Toward attainment of the power of putting into words precisely what one means to say English departments directly contribute, particularly in composition classes. But can correct habits in the use of the mother tongue be developed in a single daily recitation or a series of them when other influences during the other hours of the day also affect speech habits? In some places a tutor assumes responsibility for guiding his student to use language correctly on all occasions. In the United States an English teacher can be conscious of the general objective—skill in communication—and alert to every opportunity in the classroom, on the athletic field, at the dinner, to observe his student's

modes of expression both oral and written. Moreover, it is possible for teachers in every other department while busy with their own subjects to help their students to reach this collegiate goal; just as it is possible for the English teacher to aid his student to achieve other college objectives, like esthetic appreciation and character.

The responsibility of each teacher for helping students to attain the general college objectives can be aroused by faculty discussion of them. Departmental purposes can be framed in terms of them. While the teacher continues to devote himself to his departmental activities as understood at present, he can individually and through conferences or committees charged with studying a single objective encourage recognition of these important general objectives and coöperation in finding ways within and without the curriculum to guide the student and to measure his progress toward them.

## XI

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HENRY NOBLE MACCRACKEN  
President, Vassar College

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"There must be some *religio magistri*: some magnetic quality in the teacher's chosen way to point his compass true; some energy inherent, which is justified in the men and women we have ourselves known, who have sought great teaching above all other aspirations, building and establishing with skill the enduring bases of this last, not least, of the great professional services of civilization. . . .

"More lasting and more vital than external stabilization of the professor's market value must be his faith in his calling. If we cannot find it, if we cannot reaffirm it, our cause is lost in advance. Subsidies and endowments will never make teachers essential to the people's life. Take away the *religio magistri*, and teaching becomes no longer a profession."<sup>5</sup>

## XII

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META GLASS  
President, Sweet Briar College

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Two outstanding needs, it seems to me, in liberal education for the future are the realization of the time element involved, especially by

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<sup>5</sup> MacCracken, Henry Noble. "Religio Magistri." *The Atlantic Monthly*, 1921, pp. 1, 3.

students and parents, and the realization of the need of integration by professors and curriculum-builders.

Students would adopt a more profitable attitude toward a liberal education many times if they distinguished in their own minds between acquiring a skill and acquiring attitudes, outlooks, and tools, tools of knowledge and tools of thought control. The idea that these things are gradually achieved over a period of time would lead them to expect to measure their gains by comparison with a time appreciably behind them rather than to view their achievements slice-fashion, day by day or week by week. It would also give them a sense of working toward a goal sufficiently removed to enable them to view many lines of study that, at any moment, might seem parallel with no connection, as really converging toward a point of enlightenment.

Such a conception of education would lead students to look for the significance not only of formal studies, but also of their whole daily life and contacts with ideas, with persons, and with things.

Parents who had this conception would on the one hand cease sending students to liberal-arts colleges for the education that is given in technical schools and would on the other hand no longer say with approval, "College has not changed her a bit."

The long view and the seeming vagueness of attitudes and outlooks by no means predicates a haphazard dabbling in the stuff of education. Integration is a prime obligation of a liberal education, and, first of all, teachers and administrators of such an education must recognize this; then the students themselves will realize its relevancy.

This demand means teachers of a wider scholarship and outlook than proficiency in one special subject gives and beyond this a discrimination of the material chosen and the manner of presentation used and the provision of all possible aids to integration of mental experiences and character building, in fact of the whole self.

There is no one method to this end, and the attainment of the end silences talk of ways and means. It is only in the stage where different roads are being examined that a discussion of valuable aids is pertinent. Among such aids I should put easy and vital intercourse between liberally educated people and students seeking such an education, which seems best achieved by a residential group. It is not enough that such intercourse be easy. It must also be on a plane that demonstrates liberal thinking and living, not where ideas are pedantically displayed, but where ideas consonant with intelligent living inform

speech and action. As equally important I put a conscious effort on the part of teachers and administrators to consider—as far as is at all possible and overcoming many barriers to make it possible—the individual student, and to relate on all sides his formal learning in different fields and his daily life with this learning.

Policies that successfully promote these things I count as sound for the future of the liberal-arts college.

### XIII

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ROBERT D. LEIGH  
President, Bennington College

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"In general, if we can create an institution which will allow young people with intellectual interests or artistic interests and competence to be associated with faculty people with similar interests and competence, for two, three, or four years, I think we will be doing a useful piece of work. With such a program we will take the essential steps in restoring unity of purpose and effort on the college campus. This may not be called giving a liberal education. But I should wager that its graduates will have as broad an intellectual outlook and surely a more thorough training than the usual graduates of our liberal colleges organized on different principles or on no one set of principles.

"It requires perhaps more than anything else a faculty chosen with the single purpose of carrying it out. Whether we succeed or not in devising the right curriculum and method and in building a college where the faculty and students are members of a common intellectual community, this is the essential thing to be done if our undergraduate colleges are really to contribute in a significant way to our national cultural advance."<sup>6</sup>

### XIV

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W. W. COMFORT  
President, Haverford College

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After a period of rapid expansion of numbers with insufficient endowment, a new era of solicitude for the interests of the individual

<sup>6</sup> Leigh, Robert D. "Newer aspects of college education." *Progressive Education*, 5: No. 3, July-August-September, 1928, p. 258.

student appears to be dawning. A number of meagerly equipped colleges are being forced to give up the economic struggle in competition with tax-supported universities and with the better endowed private institutions. There is developing a sentiment that too many young people with inadequate preparation or qualifications have been absorbing the funds and the teaching force of our colleges. The most striking feature of the present situation seems to be, in brief, the desire to seek better scholastic material and then to offer it better facilities.

Whatever method is employed seriously and thoroughly to test entering freshmen, it is clear that a large part of the applicants for admission can be eliminated. There is no reason for any private institution to pretend that it is swamped with applicants, provided it has the facilities for imposing a rigorous intellectual or personnel test upon them. Every institution which accepts the responsibility of acting *in loco parentis* to its students is bound to accept no more students than it can know and treat as individuals with individual needs and problems. The duties of the college to its students are not only of an intellectual nature, but also of a physical, social, and in a broad sense, a religious nature. All of these duties have been seriously neglected when a comparison is made with the possibilities that exist in a happier situation.

It is my belief that not only can the breed of college men and women be improved by processes of selection, but that higher education in this country has not yet approached its inherent possibilities. This statement is truer in the intellectual domain than anywhere else, and it is upon the curriculum and the method of administering it for the benefit of the individual student that our attention is at present fixed. Very briefly expressed, we intend at Haverford to lay such a barrage of skillful teaching upon our freshmen and sophomores that some ingenuity will be required to escape its effects—an ingenuity which will be rewarded by an invitation to exercise it in some other sphere of activity. At the end of the sophomore year, the elements of language, literature, mathematics, and the social and natural sciences having been mastered, the surviving students will select their field of concentration in which they will work in small groups and with expert direction, but under their own steam, for two years, at the end of which time they will submit to a general oral and written examination on their field of special work. All will be treated as potential honors stu-

dents, but only those will receive honors at graduation who have done distinguished work.

It is evident that such merits as this plan may possess depend upon the realization that students come to our colleges untrained and immature. The very best teaching is still required for two years to fit them for independent work. It is futile to pretend that they are capable of the work done in the English universities. But, on the other hand, at the age of twenty and after two years of rigorous training, they should be given more latitude to cultivate their tastes and talents than has hitherto been usual. The power to assemble, hold, digest, and discourse upon intellectual material has been hitherto wrecked by our cash-and-carry system of final accounting by semesters.

The selection of college teachers for personal interest in their students and the power to exercise a salubrious influence upon them is another matter that should receive more serious attention. When such a teacher happily combines scholarship, teaching ability, social grace, and spiritual influence, there should be no quibbling about his salary. Those who can show the rising generation the accomplishments of the Past and at the same time gird them for the requirements of the Future are the great assets of our nation.

## XV

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FRANK AYDELORTE  
President, Swarthmore College

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The central problem of higher education in this country is that of giving adequate stimulus and opportunity to students of more than average ability and ambition. Under our conventional plan such students are held back to a standard that can be maintained by the average. We have more colleges and universities and a larger number of students in them than any nation in the world has now or ever had. As the numbers increase, the average standard of excellence is inevitably lowered. We have now reached the point where we must be content with a mediocre level of attainment or we must devise a plan for separating the best students from the average and for giving to them a better and harder course of training than students of average ability could successfully undertake.

We may do this in one of two ways: either by setting apart some institutions as honors colleges to which only the best will be admitted,

or by maintaining in each college both an honors course and an ordinary course, suited respectively to the higher and average levels of ability. The latter is the plan now being tried in about a hundred colleges and universities throughout the country. It is in my opinion more feasible, at any rate under present conditions.

For the mediocre student our conventional academic system is at least moderately successful. This system does not assume on the student's part any high level of ability or any consuming interest in intellectual things. Careful direction is provided day by day. By an elaborate system of spoon-feeding even the idle and the ignorant are initiated into the elements of a large variety of subjects and are usually carried a little beyond the elementary stage in one. By frequent exercises and tests, by elaborate supervision of cuts, by constant examinations and marks, it is made certain that every individual does some work for his degree.

This system, however, is woefully inadequate for those who are really eager for education and who possess real ability to deal with intellectual problems. What students of this type need is less supervision, more freedom and stimulus, less frequent and more severe tests of their progress. For them education should be more of an adventure with more scope for their own initiative and more opportunity to pursue their real intellectual interests.

The problem of providing such opportunity is one to which many institutions of higher education in this country have set themselves during the last ten years. The new methods are still largely experimental, the results tentative, but enough progress has been made to give a rosy promise of success. We are now at the beginning of a new era of American education, and we can look forward to the time when the immense and increasing cost of our higher instruction will be balanced by an equally great improvement in its intellectual results.

## XVI

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BERNARD IDDINGS BELL  
Warden, Saint Stephen's College, Columbia University

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It seems to me that the following things both ought to happen, and probably before long will happen, in the development of theory and practice in liberal-arts colleges.

1. Every college will decide upon one of the four possible reasons for being, which are at present confused in almost every one of our colleges, and make that theory dominant in all of its policies and practices. Those four theories are these: (1) that the business of a college is to teach men how to think, how to assume leadership in intellectual matters; (2) that a college is primarily a place where men and women are fed facts; (3) that a college has as its first duty the preparation of people to earn a living; and (4) that a college is a sort of club, a group of professedly sophisticated young people who live an easy life, punctuated by frequent week-ends away, and gently sprayed with culture when there is nothing more fun to do. Until a college decides which way it intends to go, we are not likely to get anywhere.

2. We are going to stop teaching in our colleges and start educating. We shall do away with textbooks to be memorized. We shall regard lectures as occasional decorations to the college program and shall put no particular reliance upon them. When a student listens to lectures, he gets another man's learning, and soon forgets it. Only when he digs things out for himself, is what is learned really learned; and, more important, only then does he learn how to learn and the fun of learning. We must throw the burden of learning on the students, if ever it is to cease to be for them a burden and begin to be a joy. The old regimented classroom eventually will disappear, to be replaced by small associated groups of fellow-learners, where the teachers will not teach but will rather be guides and counsellors of self-propelling undergraduates. Students will be required and encouraged to get at their own facts, make their own conclusions, compare those conclusions with conclusions of the past and of wise men to-day. It is quite true that many of our present undergraduates cannot do that sort of thing, for the reason that they have not sufficient brains; such persons will be tactfully, graciously, but firmly eliminated; and the remaining students who can do it will be freed to do it. A college ought to furnish opportunities for self-training, which is the only kind of education worthy of the name to really educable young people.

3. We shall eventually stop attempting to regiment students by curricular requirements. People are not alike. Their intellectual interests and talents differ. After the ineducable have been eliminated, the program of the educable man ought to center around his real interest. To approximate this, we have up to now depended upon compromises, curricular tricks, major and minor concentrations, and other

such devices. The time will come when colleges will get beyond all these and make, with and for each student, as soon as it has come to know that student, an individual curriculum that will take into consideration what the student already knows, his ignorances, his aptitudes, and his intellectual interests. That means hard work for the faculty and sympathetic imagination. It will cost money. But something of the sort must be done if we are to develop self-propelling and productive individuals.

4. We shall spend much more money on our faculties. It does not matter whether we spend much more on buildings and equipment. In America we have squandered fortunes on these latter things and have starved our teachers and scholars, until we are more than a little ridiculous. For college teaching we need urbane, traveled, scholarly people to guide the undergraduates—men and women freed from the irksomeness of enforced penury. To be sure, many of our present teachers are now overpaid, overpaid in consideration of their inability. Such persons must be replaced by those who are worth more and get more.

After all, all that is necessary to make a college great is sincere and competent teachers free to pursue their own scholarship and to guide into scholarly ways those who may follow them, people of culture fit to impart culture—that and earnest, desirous, educable students—those and a friendly atmosphere where the two may mingle without hurry. It is all very simple, at least to my mind, and exceedingly difficult.

## XVII

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JUDITH CLARK  
Research Associate  
White House Conference on Child Health and Protection

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The modern trend in higher education toward recognition of individual development as a major objective has been illustrated throughout this volume by the experiments reported by many institutions. A more careful selection of entering students, orientation courses, mental-hygiene courses, personnel services, vocational guidance, and the various schemes of individualized instruction, such as honors courses and the preceptorial and tutorial systems, are among the many devices contributing toward the educational and vocational adjustments of students attending college to-day.

In some instances colleges have also realized their obligation to assume increased responsibility for the adjustment of the student in his personal relationships, in those relationships that are involved in family life, courtship, marriage, and parenthood. This responsibility has been assumed for two reasons: to further the educational and vocational development of the student and to compensate for the cultural lag in our urban, industrial, mechanized civilization. It was found in a survey made by the Committee on Family and Parent Education of the White House Conference on Child Health and Protection that fifty-eight colleges of recognized standing had a conscious policy directed toward this type of education. Seventy-nine reported curricular instruction designed to further individual adjustment in personal relationships, although not all could claim this as a major objective underlying their whole program. Personal guidance of students was reported by the institutions coöperating in the following numbers: social problems, 87; educational problems, 82; mental hygiene, 67; social hygiene, 66.

The means of furthering education for successful personal living reported by these institutions were not radically different from the changes and experiments described in the study made by the American Association of University Women. Taken singly, the most important factors in such education at the present time seem to be these six:

1. An administrative attitude hospitable to this type of education and conscious of the responsibility of the college to provide for the personality needs of the individual student wherever possible.
2. A redirected and coördinated health service embracing or coöperating with the departments of medicine, physiology, hygiene, physical education, sociology, psychology, and psychiatry.
3. Orientation courses and personal guidance.
4. Redirected curricular instruction.
5. Directed observation of children.
6. Redirected extra-curricular activities.

Recognition of the need of such education implies a conscious direction of existing facilities toward its ends rather than an artificial grafting of new organs for the performance of functions essential to well-rounded individual development. The important thing is that colleges should recognize their potential influence on social change and consciously educate their students to be the instruments of progressive change.



## CHAPTER X

### A SELECTED BIBLIOGRAPHY ON CHANGES AND EXPERIMENTS IN LIBERAL-ARTS EDUCATION

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FRANCES VALIANT SPEEK

Research Associate in Secondary and Collegiate Education  
American Association of University Women

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It is the purpose of this bibliography to supplement, rather than to duplicate, numerous excellent bibliographies in the field of higher education that are available, some of which are listed in Section III of this chapter; at the same time it is the purpose to present a fairly complete list of the more valuable books and articles dealing with changes and experiments that have taken place in liberal-arts education during comparatively recent years. The periodical material included here is limited almost entirely to articles published in 1930 and 1931 (those of earlier years are named in the bibliographies referred to under Section III), and the books are of recent date, none earlier than 1924, the majority dated 1929, 1930, or 1931. The bibliography includes a selection from the references given in Chapter III.

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# CONSTITUTION OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

(As Revised at the 1924 Meeting and Amended at the 1926, 1928, and  
1929 Meetings of the Society)

## Article I

*Name.*—The name of this Society shall be “The National Society for the Study of Education.”

## Article II

*Object.*—Its purposes are to carry on the investigation of educational problems, to publish the results, and to promote their discussion.

## Article III

*Membership.*—Section 1. There shall be three classes of members—active, associate, and honorary.

Section 2. Any person who is desirous of promoting the purposes of this Society is eligible to membership and shall become such on payment of dues as prescribed.

Section 3. Active members shall be entitled to vote, to participate in discussion, and under certain conditions, to hold office.

Section 4. Associate members shall receive the publications of the Society, and may attend its meetings, but shall not be entitled to hold office, or to vote, or to take part in the discussion.

Section 5. Honorary members shall be entitled to all the privileges of active members, with the exception of voting and holding

Section 3. The Board of Directors shall be elected by the Society to serve for three years, beginning on March first after their election. Two members of the Board shall be elected annually (and such additional members as may be necessary to fill vacancies that may have arisen).

This election shall be conducted by an annual mail ballot of all active members of the Society. A primary ballot shall be secured in October, in which the active members shall nominate from a list of members eligible to said Board. The names of the six persons receiving the highest number of votes on this primary ballot shall be submitted in November for a second ballot for the election of the two members of the Board. The two persons (or more in the case of special vacancies) then receiving the highest number of votes shall be declared elected.

Section 4. The Board of Directors shall have general charge of the work of the Society, shall appoint its own Chairman, shall appoint the Secretary-Treasurer, and the members of the Council. It shall have power to fill vacancies within its membership, until a successor shall be elected as prescribed in Section 3.

Section 5. The Council shall consist of the Board of Directors, the chairmen of the Society's Yearbook and Research Committees, and such other active members of the Society as the Board of Directors may appoint from time to time.

Section 6. The function of the Council shall be to further the objects of the Society by assisting the Board of Directors in planning and carrying forward the educational undertakings of the Society.

#### Article V

*Publications.*—The Society shall publish *The Yearbook of the National Society for the Study of Education* and such supplements as the Board of Directors may provide for.

#### Article VI

*Meetings.*—The Society shall hold its annual meetings at the time and place of the Department of Superintendence of the National Education Association. Other meetings may be held when authorized by the Society or by the Board of Directors.

#### Article VII

*Amendments.*—This constitution may be amended at any annual meeting by a vote of two-thirds of voting members present.

MINUTES OF THE DETROIT MEETING OF THE NATIONAL  
SOCIETY FOR THE STUDY OF EDUCATION,  
FEBRUARY 21 AND 24, 1931

The Society held two sessions, on Saturday and Tuesday evenings, as has been the custom now for several years.

The "Cathedral" of the Masonic Temple, where both sessions were held, was one of the most satisfactory places to which our meetings have been assigned for many years; it was esthetically most attractive, just right in size and proportions, easy to speak in, and comfortable in platform arrangements for the speakers and in seating for the auditors. Many persons offered spontaneous comments to the effect that our Saturday evening session in particular was one of the most interesting and educationally satisfying meetings held by any society or department group at Detroit. On Tuesday evening we contended against the powerful appeal of a special musical program offered elsewhere, but those who were interested in rural education came to our discussion of that topic in sufficient numbers to make the occasion auspicious for the success of that part of the Yearbook.

On account of a death in his family, Professor Koos, Chairman of the Board of Directors, was unable to preside, and the Secretary served in his stead at both sessions.

FIRST SESSION—SATURDAY, FEBRUARY 21, 1931

This session was devoted to the presentation and discussion of the Thirtieth Yearbook of the Society, Part II, entitled "The Textbook in American Education."

With all the members of the Yearbook Committee on the stage, the printed program was carried out as follows:

I. "Some Significant Conclusions of the Committee"

J. B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor, Michigan, and Chairman of the Society's Committee on the Textbook. (15 Minutes)

II. "The Textbook and the American School"

William C. Bagley, Professor of Education, Teachers College, Columbia University, New York City. (15 Minutes)

III. "The Need for Research in Textbook-Making"

B. R. Buckingham, Lecturer, Graduate School of Education, Harvard University, Cambridge, Massachusetts. (15 Minutes)

IV. "Curriculum Experimentation and the Textbook"

Charles H. Judd, Director, School of Education, University of Chicago, Chicago, Illinois. (20 Minutes)

## SEVEN-MINUTE SPEECHES FROM THE FLOOR

P. A. Knowlton, Editor, The Macmillan Company, New York City.  
(By invitation)

R. V. Hunkins, Superintendent of Schools, Lead, South Dakota.

W. W. Livengood, Secretary, American Book Company, New York  
City. (By invitation)

The audience showed evident approval of the action of the Board of Directors in inviting the two non-members of the Society, Messrs. Knowlton and Livengood, to participate in the program as representatives of the textbook publishers, and likewise of the humorous but pertinent comments of Mr. Hunkins, who, as a member of the Society, represented the point of view of the typical superintendent confronted by the problems of textbook selection.

The ensuing general discussion was enlivened particularly by a genteel controversy between Miss Jean Ayer, of the Macmillan Company, and Dr. Buckingham concerning the reliability of certain data he had presented on the comparative merits of various sizes of type for the printing of books for second-grade pupils.

## BUSINESS MEETING

At the business meeting of active members of the Society called directly after the conclusion of the foregoing program, there was a single agendum: To consider suggestions made in the Thirtieth Yearbook by the Society's Committee on the Textbook looking toward the elimination of certain questionable practices in the selection of textbooks.

Professor Judd, of the Board of Directors, acted as Chairman of this business meeting. The Secretary, after some explanatory remarks, presented the following resolutions:

WHEREAS, Its Committee on the Textbook has called attention in the Thirtieth Yearbook, Part II, to numerous ethical problems arising in connection with the marketing of textbooks and the selection of them by schoolmen; and

WHEREAS, More particularly, its Committee has in Chapter XI of the Yearbook presented valuable material for the construction of codes of ethics that might govern the practices of publishers and of school officials, and has in Chapter XVII, Items 3 and 4, made specific suggestions for the formulation of standards by these two groups;

*Be It Resolved:*

One—That this Society approve the work of its Committee on the Textbook in setting forth clearly the nature of the ethical problems met by publishers and by school officials in the marketing and the selecting of textbooks;

Two—That this Society request its Board of Directors to take such steps as may seem wise to carry into effect the recommendations of its Textbook Committee, as by framing standards of practice to which both schoolmen and

publishers will subscribe, and by giving to these standards such publicity as will tend to lessen undesirable practices in this field of educational activity.

These resolutions were endorsed with no dissenting votes, after a discussion in which valuable suggestions were made by F. J. Kelly, of the University of Chicago, by Mr. Fred D. Cram, of Cedar Falls, Iowa, and by other members of the Society as to the most effective methods for bringing the proposed standards of practice to the attention of the National Education Association and for making headway in translating the standards into practice.

#### SECOND SESSION—TUESDAY, FEBRUARY 24, 1931

This session was devoted to a presentation and discussion of the Thirtieth Yearbook of the Society, Part I, entitled "The Status of Rural Education."

The program, as reproduced herewith from the printed page distributed at Detroit, was carried out with the exception that Superintendent Samuelson was unable to be present.

##### I. "The Purpose and Plan of the Yearbook"

Orville G. Brim, Professor of Elementary Education, Ohio State University, Columbus, Ohio, and Chairman of the Society's Committee on Rural Education. (10 Minutes)

##### II. "Social and Economic Problems Underlying Progress in the Education of the Rural Population"

George A. Works, Professor of Education, University of Chicago, Chicago, Illinois. (15 Minutes)

##### III. "The Program of Rural Education Beyond the Elementary School"

Katherine M. Cook, Chief, Division of Special Problems, Office of Education, Department of Interior, Washington, D. C. (12 Minutes)

##### IV. "The Rural Elementary-School Curriculum"

Fannie Wyche Dunn, Associate Professor of Education, Teachers College, Columbia University, New York City. (12 Minutes)

##### V. "Some Fundamental Issues in Rural-School Organization and Administration"

Julian E. Butterworth, Professor of Rural Education, Cornell University, Ithaca, New York. (12 Minutes)

##### VI. "Critical Evaluation of Part I of the Thirtieth Yearbook"

a. William John Cooper, United States Commissioner of Education, Washington, D. C. (10 Minutes)

b. Agnes Samuelson, Superintendent of Public Instruction, Des Moines, Iowa. (10 Minutes)

c. George S. Counts, Associate Director of International Education and Professor of Education, Teachers College, Columbia University, New York City. (10 Minutes)

The critical evaluations by Commissioner Cooper and Professor Counts were particularly appreciated by the audience, and, indeed, the whole program was well presented and well received.

The Business Meeting scheduled on the printed program "to consider suggestions for simplifying the method of electing officers of the Society" was not held because, as reported to the members by the Secretary, the Board of Directors, after discussing the problem briefly at its meeting two days previously, did not find itself ready to make any official recommendation for revising the present procedure.

GUY M. WHIPPLE, *Secretary.*

## SYNOPSIS OF THE PROCEEDINGS OF THE BOARD OF DIRECTORS OF THE SOCIETY DURING 1931

This synopsis, limited to matters of importance, is presented in order that the members of the Society may be properly informed concerning the acts and policies of those who have been elected by them to direct the work of the Society.

### FIRST 1931 MEETING OF THE BOARD

(Hotel Detroit-Leland, Detroit, Michigan, February 22, 1931)

Present: Directors Charters, Freeman, Horn, Whipple, and Director-elect Haggerty (Freeman for a portion of the meeting only; Haggerty for a portion of the meeting, by invitation).

Absent: Directors Bagley, Judd, Koos.

1. The following acts were arranged by correspondence after the May, 1930, meeting of the Board: (a) approval of a set of "General Regulations Governing the Work of Yearbook Committees," drawn up by the Secretary at the Direction of the Board; (b) appointment as members of the Society's Yearbook Committee on the Activities Curriculum of Misses Adelaide Ayer and Mildred English and Messrs. Oberholser, Sipple, and W. S. Gray, to serve under the chairmanship of Professor Bonser; (c) appointment as members of the Society's Yearbook Committee on Method of Misses Bess Goodykoontz and Lida Tall and Messrs. Ayer, Bagley, Bode, Freeman, Kilpatrick, H. Rugg, and Strayer, to serve under the Chairmanship of Professor Horn; and (d) appropriating \$750 for the use of the Activities Committee, \$600 for the use of the Method Committee, and \$700 for the use of the Committee on the Teaching of Science.

2. The Secretary certified the outcome of the fall (1930) election, whereby Director Bagley was reelected and Dean M. E. Haggerty, of the University of Minnesota, was elected as a new member of the Board.

3. Director Charters was elected Chairman of the Board, to serve one year, beginning March 1, 1931.

4. Directors Freeman and Koos reported the meetings of the Council of the American Association for the Advancement of Science at Cleveland, and Directors Horn and Whipple were appointed to represent the Society at the 1931, New Orleans, meeting of the same Council.

5. Correspondence between the Secretary and Dr. W. J. Osburn, of Columbus, Ohio, was read, wherein complaint was made concerning the methods by which the Board of Directors is elected and concerning alleged commercial motives underlying the selection of the Arithmetic Yearbook Committee, and wherein the Secretary had sought to make clear to Dr. Osburn the absence of any foundation for these complaints. The Board judged that no further action need be taken.

6. Reports were received from various yearbook committees and action taken on them as follows:

a. *Committee on the Teaching of Science.* Chairman Powers presented an oral report of progress and promised 300-350 pages for publication in February, 1932.

b. *Committee on the Activities Curriculum.* Chairman Bonser presented in person an account of the preparations being made by his committee, and there was informal discussion of his plans.

c. *Committee on School Buildings and Equipment.* Chairman N. Engelhardt likewise presented in person a statement of proposed personnel and program of his committee, and several suggestions were made by the Board.

d. *Committee on Problems of Method.* Chairman Horn told of various obstacles confronting his attempts to start the work of this committee. He felt the future of the committee was uncertain.

e. At this meeting no discussion was possible of the Yearbook on Geography or of the tentative second report of the Committee on Rural Education.

7. Yearbooks proposed upon "Techniques of Educational Diagnosis" (Brueckner), "Health Education" (Stoutemyer), and "Administration of the Superintendent" (F. Engelhardt) were not discussed because of the limitations of time and lack of full attendance.

8. The Secretary showed that it cost the Society over seventy-five dollars each year to operate the preliminary mail ballot for nominating candidates for the Board of Directors and showed that in seven years only twenty different persons had been thus nominated; further, that discounting 'courtesy' nominations, it had cost the Society five hundred dollars to list fifteen persons on the final ballots. This sum could be conserved for financing yearbooks with no loss of democracy by another method. No action was taken by the Board, except as in the next item.

9. Without formal vote the Directors came to a 'gentlemen's agreement' to the effect that it would be for the good of the Society if no member of the Board served continuously for more than six years; that is, that members elected by ballot should not permit their names to be voted on as candidates for reelection more than once. After the lapse of a year it would be proper to permit one's name to be voted on again.

SECOND 1931 MEETING OF THE BOARD  
(Hotel Stevens, Chicago, Illinois, April 19, 1931)

Present: Directors Bagley, Charters, Freeman, Horn, Koos, Whipple.

Absent: Director Haggerty.

1. By correspondence the Board had approved the nomination, by Chairman Parkins, of Professor Zoe Thralls, University of Pittsburgh, as a member of the Society's Committee on Geography.

2. The Board endorsed the nominations, by Chairman N. Engelhardt, as members of the Society's Committee on School Buildings and Equipment, of Drs. H. W. Anderson (Denver); R. L. Hamon (George Peabody College);

F. W. Hart (California); J. H. Hixon (Albany); T. C. Holy (Ohio State); A. B. Moehlman (Michigan); and Supt. J. W. Studebaker (Des Moines). A sum not to exceed \$750 was set aside for the use of this committee in 1931.

3. In view of the illness of Chairman Bonser it was agreed to defer the date set for completion of the report of the Committee on the Activities Curriculum to 1933.

4. In view of the continued difficulty felt by Chairman Horn in organizing his Committee on the Problems of Method it was agreed that this yearbook should be postponed indefinitely and that the appropriation of \$600 should be cancelled.

5. The Secretary reported conversation and correspondence with Dr. Kathryn McHale concerning the feasibility and desirability of publishing as a Society Yearbook material collected under Dr. McHale's direction (as an enterprise of the American Association of University Women) dealing with "Changes and Experiments in Liberal-Arts Education." The Board instructed the Secretary to continue his conferences with the possibility in mind of publishing this material as one part of the 1932 Yearbook.

6. The Board's attention was called indirectly to opinions expressed by certain persons at a breakfast held at Detroit to the effect that the Board was "ultra-conservative" and that it failed, or was unwilling, to give proper representation on yearbook assignments to the "progressive cohorts." After extended consideration of this 'protest' the Board unanimously recorded its earnest desire to accord full opportunity for every movement with valid claims for recognition to have such recognition in the activities of the Society, and recorded its conviction that no obstacle had ever been interposed to prevent free access to the Board by any member who had anything to propose for the good of the Society.

7. The Board endorsed the suggestion of Professor G. S. Counts that a yearbook on Educational Planning would be a valuable contribution, requested Director Bagley to ascertain whether Professor Counts would organize a committee to produce such a yearbook, and set aside provisionally the sum of \$600 to subsidize the suggested committee for the current year. This action came indirectly from the discussion of Item 6.

8. Yearbooks proposed were acted upon as follows:

a. "*Techniques of Educational Diagnosis.*" This topic was proposed by Professor L. J. Brueckner. Director Bagley suggested the extension of the topic to include an appraisal of the whole testing movement, and Director Freeman was asked to report at the next meeting on this suggestion.

b. "*Health Education.*" This topic was proposed by Mr. J. H. Stoute-myer. The Board concluded it was undesirable to undertake it at present, in view of the work being done by other agencies on the general problem of child health. However, it was felt that a full discussion of the problem of high-school athletics might be very desirable if opportunity offered later.

c. "*Problems of the Superintendent.*" Professor F. Engelhardt, who had proposed this topic, was present by invitation, and outlined his idea of a yearbook to deal with the century of work done by the superintendent for

American education. After discussion the Board endorsed the general idea, but deferred final action until information could be obtained as to the possible overlapping with undertakings of the Department of Superintendence.

9. The Board, after discussing these yearbooks, once more debated its policies toward yearbooks in general. There was complete agreement that the Board had consistently sought to represent fairly and reasonably all points of view, that it had tried, and should continue to try, to be balanced in its choice of topics and committee personnel to avoid favoring any wing or group or faction of educational workers. On the other hand, the Board held firmly to the conviction that no yearbook should be undertaken that represented mere theory and propaganda for any movement, however worthy that movement might appear to be.

10. The Board considered carefully the resolution adopted by the Society at Detroit, February 21, 1931, requesting the Board, in substance, to take appropriate steps to carry into effect certain recommendations in the Yearbook of the Society's Committee on the Textbook. The Board voted to request Messrs. J. B. Edmonson, C. H. Judd, P. A. Knowlton, and S. D. Shankland to serve as a Special Advisory Committee on the Textbook, under the chairmanship of Edmonson, to make a report as to what the Society could properly do. The Board deemed it not the function of the Society, in general, to set up administrative commissions, though it felt that the Society might properly study the conditions affecting the marketing of textbooks and encourage other organizations to take appropriate action on its findings.

11. The Secretary was asked to report on the feasibility of extending the index of yearbooks published at the Twenty-fifth Anniversary so as to include Yearbooks XXVI to XXX.

12. The proposal of the Secretary that the primary ballot be supplanted by some other less expensive procedure was discussed fully. It was finally agreed that no change should be made in the present method of balloting, since it was felt that the expense, considerable as it is, is justified by the defense it offers against any possible contention of lack of democracy in the administration of the Society.

13. The Board voted unanimously to ask the Society to embody in the Constitution the substance of the 'gentlemen's agreement' previously mentioned guarding against too extended continuity of office.

#### THIRD 1931 MEETING OF THE BOARD

(Hotel Statler, Detroit, Michigan, November 15, 1931)

Present: Directors Bagley, Freeman, Haggerty, Horn, Koos, Whipple.

Absent: Director Charters.

1. There was discussion of the methods used at present to increase the sale of yearbooks and extend the membership of the Society. It was voted to urge associate members to take out active membership.

2. It was voted that after the appearance of the Thirty-Fifth Yearbook the present index should be extended or that a new and more exhaustive index should be prepared and placed on sale.

3. The Board examined and approved the form letter used by the Secretary in reply to requests for permission to quote from the yearbooks.

4. The Secretary was instructed to draw up, for submission at the Washington meeting, a formal motion so to amend the Constitution as to limit terms of office on the Board.

5. A suggestion was made by the Secretary that there should also be drawn up an amendment restricting the number of members of the Board of Directors from a given institution of learning. This suggestion was rejected in favor of a substitute plan of placing on the final ballot a recommendation reading: "To the end that the Board of Directors may be truly representative, it is suggested that, in making their selection of candidates, members should take into consideration distribution according to locality, according to institutions, and according to different schools of thought." (This statement appeared on the ballot of December, 1931.)

6. The Board voted that members of reviewing committees, when such are deemed desirable, shall be appointed by the Board, not selected, as heretofore, by the yearbook committee.

7. The Board proposed, as reviewers of the forthcoming "Science Yearbook," Professors Ross A. Baker, E. Laurence Palmer, F. N. Freeman, and E. G. Conklin.

8. The Board voted to waive the usual regulation restricting contributors to the Society's yearbooks to persons holding active membership in the Society in the case of the forthcoming Yearbook on Liberal-Arts Education, in view of the origination of this yearbook from without the Society.

9. The Board voted that the programs of the Society's annual meeting shall be subject to the approval of the Board. Suggestions were made for the improvement of the tentative programs for the two sessions at Washington in 1932.

10. It was agreed that the report of the Committee on Geography might properly occupy both parts of the 1933 Yearbook.

11. After listening to reports from Directors Whipple and Bagley concerning the status of the Committee on the Activities Curriculum, the Board voted to appoint Professor Lois Mossman as chairman to carry on the work of the late Professor Bonser, and to add to the Committee Professors Ernest Horn and W. H. Kilpatrick. The Board also made certain recommendations with respect to the subject matter of this yearbook.

12. Director Bagley reported that Professor Counts was too busy to do anything to carry out his work as chairman of the proposed Committee on Educational Planning. Various persons were proposed as possible contributors to this undertaking, but action was impossible at this meeting.

13. Dean Edmonson, Chairman of the Special Advisory Committee on the Textbook, was present by invitation and submitted a series of seven recommendations as the report of this Committee. The Board adopted these recommendations with minor modifications. The resulting acts on the part of the Board include the following: (a) urging the Department of Superintendence to devote one of its yearbooks to the problems of state adoption and

the state printing of textbooks; (b) proposing to the Division of Research of the N.E.A. that a special bulletin be prepared by it dealing with the procedures to be followed in the selection of textbooks; (c) inviting the National Society of College Teachers of Education to discuss the training of administrators and teachers in the selection and use of textbooks; (d) requesting the editors of numerous periodicals connected with state educational associations to reprint the conclusions of the Society's Committee on the Textbook in Chapter XVII of its Yearbook; and (e) continuing the Special Advisory Committee for one year, with instruction to arrange a second conference of schoolmen and publishers during 1932.

14. Yearbooks proposed or in abeyance were handled as follows:

a. "*The Superintendent.*" A communication from the Department of Superintendence that suggested a possible duplication of an undertaking of theirs by this proposed yearbook was read, discussed, and referred to Professor F. Engelhardt for consideration and further report.

b. "*The Testing Movement and the Techniques of Educational Diagnosis.*" Director Freeman reported the result of his consideration of these undertakings, stressing the difficulty of finding the right personnel for the first topic. It was finally voted to lay on the table the proposal to produce a yearbook on the testing movement and its contribution to American education, but to request Professor Brueckner to submit at the next Board meeting further information and proposed personnel for a yearbook on educational diagnosis.

c. "*Curriculum-Making.*" Director Horn was requested to secure for discussion at the next Board meeting further information from Mr. Bruner, of Columbia University, who originally suggested this topic.

15. In response to an invitation to hold a meeting at the International Exposition, Chicago, June, 1933, it was voted to coöperate with Section Q of the A.A.A.S. to this end if such coöperation is desired.

For the Board of Directors,

G. M. WHIPPLE, *Secretary.*

# REPORT OF THE TREASURER OF THE SOCIETY FOR 1930-31\*

## STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE YEAR JANUARY 1, 1930 TO FEBRUARY 28, 1931

Balance on Hand, January 1, 1930, per prior report..... \$20,645.33

### RECEIPTS

#### *From Sale of Yearbooks by the Public School Publishing Company:*

Royalties, June to December, 1929.....	\$ 6,386.42
Royalties, January to June, 1930.....	10,756.81
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	\$17,143.23

From Fees for Quotations from Yearbooks..... 52.50

#### *Interest on Bonds, etc.:*

Interest on Registered Liberty Bond.....	\$ 42.50
Interest on Other Liberty Bonds.....	42.50
Interest on U. S. Treasury Bond.....	42.50
Interest on Alabama Power Bond.....	50.00
Interest on American Tel. & Tel. Bond.....	25.00
Interest on Chicago Junction Railroad Bond..	50.00
Interest on Detroit-Edison Bond.....	50.00
Interest on Interstate Power Bond.....	75.00
Interest on Utah Power & Light Bond.....	50.00
Interest on Royalties .....	280.14
Interest on Checking Account.....	7.18
Interest on Savings Account.....	279.70
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	994.52

#### *Securities Received (cost value):*

\$1000 American Tel. & Tel. Bond.....	\$ 1,007.36
\$1000 Penn-Ohio Power & Light Bond.....	1,040.00
	<hr/>
	2,047.36
Dues from Active and Associate Members.....	5,466.58
Miscellaneous Receipts .....	3.75
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Total Receipts for the Fourteen Months..... 25,707.94

Total Receipts, Including Initial Balance..... \$46,353.27

### EXPENDITURES

#### *Yearbooks*

#### *Manufacturing and Distribution:*

Printing and Binding 7000 29th.....	\$ 8,302.73
Binding 60 vols.....	112.75
Binding 1000 28th .....	375.00
Mailing 29th .....	634.07
Mailing 30th .....	557.82
Mats and Plates for 29th.....	942.65
Reprinting 1000 29th .....	563.20
Binding 750 vols. of sets.....	902.00
Reprinting 200 14th, II.....	62.40

\*By vote of the Board of Directors the fiscal year is henceforth to begin March 1.

*REPORT OF THE TREASURER*

Reprinting 317 15th, I.....	149.00
Reprinting 216 15th, II.....	77.50
Reprinting 219 18th, I.....	145.00
Reprinting 500 20th, II.....	173.20
Reprinting 1500 22d .....	524.70
Plating 23d, I .....	292.60
Reprinting 415 23d, I.....	270.60
Reprinting 2000 24th, II.....	882.20
Reprinting 1000 26th, II.....	291.50
Reprinting 2500 28th .....	1,601.60
Mats for 28th .....	506.40
	\$17,366.92

*Preparation:*

Arithmetic Committee .....	\$ 15.00
Geography Committee .....	300.00
Rural Education Committee .....	299.34
Science Committee .....	547.51
Textbook Committee .....	311.11
	1,472.96
Total Cost of Yearbooks.....	\$18,839.88

*Meetings*

A.A.A.S. Council Meeting .....	\$ 134.44
Atlantic City Society Meeting.....	193.29
Detroit Society Meeting .....	182.57
Board of Directors' Meetings.....	213.20
	723.50

*Secretary's Office*

Salary .....	\$ 2,916.66
Rent .....	350.00
Clerical .....	197.62
Stationery and Printing .....	169.50
Postage and Express .....	99.68
Telephone and Telegraph .....	28.39
Traveling Expenses .....	33.51
Bonding .....	12.50
Safety Deposit Box .....	5.00
Refunded Dues .....	11.50
Bad Checks .....	27.75
Collection Charges .....	.30
	3,852.41

*Investments*

\$1000 American Tel. & Tel. 5's 1965.....	\$ 1,007.36
\$1000 Penn-OHio Power & Light 5½'s 1954.....	1,040.00
Interest Purchased on Bond.....	2.30
	2,049.66
Total Expenditures for the Fourteen Months.....	\$25,465.45
Balance on Hand, February 28, 1931.....	20,887.82
	\$46,353.27

## ANALYSIS OF BALANCE ON HAND, FEBRUARY 28, 1931

*Balance on Hand, February 28, 1931:*

Checking Account, Danvers National Bank, \$810.92,

Less \$627.97 checks outstanding.....	\$ 182.95
Savings Account, Danvers National Bank.....	10,746.63
\$1000 Alabama Power Company 5's 1951.....	1,027.50
1000 American Tel. & Tel. 5's 1965.....	1,007.36
1000 Chicago Junction Railroad 5's 1940.....	1,022.00
1000 Detroit-Edison 5's 1940.....	940.00
1000 Interstate Power 1st 5's 1957.....	990.00
1000 Penn-Ohio Power and Light 5½'s 1954.....	1,040.00
1000 U. S. Treasury Reg. 4¼'s 1938.....	1,000.00
2000 U. S. Liberty and Treasury Bonds 4¼'s.....	1,926.88
1000 Utah Power and Light 5's 1944.....	1,004.50
 Balance, February 28, 1931.....	 \$20,887.82

GUY M. WHIPPLE, Treasurer.



## HONORARY AND ACTIVE MEMBERS OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

(This list includes all active members enrolled on December 31, 1931,  
either for 1931 or in advance for 1932.)

### HONORARY MEMBERS

DeGarmo, Professor Charles, Coconut Grove, Fla.  
Dewey, Professor John, Columbia University, New York City.  
Hanus, Professor Paul H., Harvard University, Cambridge, Mass.

### ACTIVE MEMBERS

Abernethy, Professor Ethel M., Queens College, Charlotte, N. C.  
Adams, Jesse E., College of Education, University of Kentucky, Lexington, Ky.  
Ade, Lester K., Prin., New Haven State Normal School, New Haven, Conn.  
Aherne, Mrs. Vina M., 146 Grafton St., New Haven, Conn.  
Aiken, Miss Georgia Whelan, Hotel Alms, Walnut Hills, Cincinnati, Ohio.  
Aitken, C. C., State School, Walkaway, Australia.  
Albright, Denton M., Supt. of Schools, Rochester, Pa.  
Alder, Miss Louise M., State Teachers College, Milwaukee, Wis.  
Alexander, Professor Carter, Teachers College, Columbia Univ., New York City.  
Alger, John L., Pres., Rhode Island College of Education, Providence, R. I.  
Alleman, S. A., Supt. of Schools, Napoleonville, La.  
Allen, C. F., School Administration Bldg., Little Rock, Ark.  
Allen, Professor Fiske, State Normal School, Charleston, Ill.  
Allen, I. M., Supt. of Schools, Highland Park, Mich.  
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Almack, Professor John C., Box 571, Standard University, Cal.  
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Anderson, Ernest W., 64 Fulton St., Medford, Mass.  
Anderson, Harold A., School of Education, University of Chicago, Chicago, Ill.  
Anderson, Harold H., State University of Iowa, Iowa City, Iowa.  
Anderson, Mrs. Helen B., 414 W. Fayette St., Pittsfield, Ill.  
Anderson, John A., Indio, California.  
Andrews, Professor B. R., Teachers College, Columbia University, New York City.  
Andrus, Dr. Ruth, State Department of Education, Albany, N. Y.  
Angell, Miss L. Gertrude, Buffalo Seminary, Bidwell Parkway, Buffalo, N. Y.  
Anspaugh, G. E., Komensky School, Chicago, Ill.  
Antholz, H. J., Supervising Principal, Spooner City Schools, Spooner, Wis.  
Archer, C. P., State Teachers College, Moorhead, Minn.  
Arnold, E. J., Supt. of Schools, Bremen, Ohio.  
Ashbaugh, Professor E. J., Miami University, Oxford, Ohio.  
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Augustin, Miss Eloise D., "The Maples," Otsego Co., Laurens, N. Y.  
Avery, Geo. T., Colorado Agricultural College, Fort Collins, Colo.  
Ayer, Dr. Adelaide M., Dir. Training, State Teachers College, Milwaukee, Wis.  
Ayer, Professor Fred C., University of Texas, Austin, Texas.  
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Bachrodt, Walter L., Supt. of Schools, San Jose, Cal.  
Badanes, Saul, Public School 173, Pennsylvania Ave., Brooklyn, N. Y.  
Bader, Miss Edith M., Supervisor of Public Schools, Ann Arbor, Mich.

## ACTIVE MEMBERS

- Bagley, Professor William C., Teachers College, Columbia Univ., New York City.  
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Baker, C. A., Dean of Normal School, Rio Baptist College, Rio de Janeiro, Brazil.  
Baker, Frank E., President State Teachers College, Milwaukee, Wis.  
Baker, Dr. Harry J., 453 Stimson Ave., Detroit, Mich.  
Baker, Professor R. A., College of the City of New York, New York City.  
Ballou, Frank W., Supt. of Schools, Washington, D. C.  
Balyeat, F. A., School of Education, University of Oklahoma, Norman, Okla.  
Bamberger, Miss Florence E., The Johns Hopkins University, Baltimore, Md.  
Bamesberger, Miss Velda, Director Elementary Education, Toledo, Ohio.  
Bane, Miss Anna W., Roosevelt School, Summit, N. J.  
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Barnes, Percival Simpson, Supt. of Schools, E. Hartford, Conn.  
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Barton, W. A., Jr., Coker College, Hartsville, S. C.  
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Bemiller, J. F., Supt. of Schools, Galion, Ohio.  
Bender, John F., School of Education, University of Oklahoma, Norman, Okla.  
Benedict, Ezra W., Fair Haven, Vermont.  
Benson, Dr. C. E., New York University, Washington Sq., New York City.  
Benson, J. R., 6131 Magnolia Ave., St. Louis, Mo.  
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Bergman, W. G., Assistant Director of Research, Public Schools, Detroit, Mich.  
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Berry, Professor Charles S., Ohio State University, Columbus, Ohio.  
Berry, Miss Frances M., Department of Education, Baltimore, Md.  
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Bickford, C. W., Supt. of Schools, Lewiston, Me.  
Biddle, Dr. Anna E., South Philadelphia H. S. for Girls, Philadelphia, Pa.  
Billig, Dr. Florence G., 4746 Second Blvd., Detroit, Mich.  
Birckhead, E. F., Supt. of Schools, Winchester, Ky.  
Bird, Professor Charles, University of Minnesota, Minneapolis, Minn.  
Bishop, Fred G., Supt. of Schools, Two Rivers, Wis.

- Bixler, H. H., Board of Education, Atlanta, Ga.
- Blackburn, J. Albert, New Jersey College for Women, New Brunswick, N. J.
- Blanton, Miss Annie Webb, Box 1742, University, Austin, Texas.
- Blue, Harold G., Colorado State Teachers College, Greeley, Colo.
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- Bohan, John E., West Virginia University, Morgantown, W. Va.
- Bohner, C. A., Supervisor, Public Schools, Sioux City, Iowa.
- Bolton, Professor Frederick E., University of Washington, Seattle, Wash
- Boraas, Julius, St. Olaf College, Northfield, Minn.
- Bossing, Professor Nelson L., University of Oregon, Eugene, Ore.
- Bott, Professor E. A., University of Toronto, Toronto 5, Canada.
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- Bowyer, Vernon, Skinner School, 1070 W. Jackson Blvd., Chicago, Ill.
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- Boyer, Philip A., 6320 Lawnton Ave., Philadelphia, Pa.
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- Bradner, J. W., Superintendent of Schools, Middlesboro, Ky.
- Bragdon, Helen D., Dean, Women's College, Univ. of Rochester, Rochester, N. Y.
- Brannon, Melvin, Chancellor, University of Montana, Helena, Mont.
- Breckinridge, Miss Elizabeth, Prin., Louisville Normal School, Louisville, Ky.
- Breed, Professor Frederick S., 1224 E. 57th St., Chicago, Ill.
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- Brewer, Professor John M., Harvard University, Cambridge, Mass.
- Bridgett, Miss Alice E., Colony Street School, R.F.D. 1, Wallingford, Conn.
- Briggs, Dr. Howard L., Dir. of Vocational Educ., Bd. of Educ., Cleveland, Ohio.
- Briggs, Dr. Thomas H., Teachers College, Columbia Univ., New York City.
- Brim, Professor Orville G., Ohio State University, Columbus, Ohio.
- Brinkley, Sterling G., Emory University, Ga.
- Brinser, Ira S., Superintendent of Schools, Newark, Del.
- Bristow, W. H., Deputy Supt., Dept. of Public Instruction, Harrisburg, Pa.
- Brooks, Professor Fowler D., DePauw University, Greencastle, Indiana.
- Brooks, Professor John D., Wilson College, Chambersburg, Pa.
- Brown, F. J., School of Education, New York University, New York City.
- Brown, George Earl, Supt., School District No. 2, Cochise Co., Bisbee, Ariz.
- Brown, H. A., Pres., Illinois State Normal University, Normal, Ill.
- Brown, J. C., Superintendent of Schools, Pelham, N. Y.
- Brown, Miss M. Ethel, Supervisor Elementary Grades, Schenectady, N. Y.
- Brown, Robert M., Rhode Island College of Education, Providence, R. I.
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- Brown, W. O., 406 Beveridge St., Carbondale, Ill.
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- Brownell, Professor W. A., Duke University, Durham, N. C.
- Bruce, Miss Clara H., Ahmednagar, Bombay Presidency, India.
- Brueckner, Professor Leo J., University of Minnesota, Minneapolis, Minn.
- Bubeck, Allan F., Dept. of Educ., State Teachers College, Kutztown, Pa.
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- Buckingham, Dr. B. R., Ginn & Co., Boston, Mass.
- Buckner, Professor Chester A., Univ. of Pittsburgh, Pittsburgh, Pa.
- Burkhard, William E., 1631 W. Ruscomb, Philadelphia, Pa.
- Burnham, Archer L., Superintendent of Schools, Scotts Bluff, Neb.
- Burnham, Professor Ernest, Western State Teachers College, Kalamazoo, Mich.

- Burnham, Paul S., Dept. of Personnel Study, Yale Univ., New Haven, Conn.  
Burns, Robert L., Prin., Cliffside Park High School, Grantwood, N. J.  
Buros, Francis C., Broad Park Lodge, White Plains, N. Y.  
Buros, Oscar K., Prin. Washington School, Milburn, N. J.  
Burton, Thomas C., Staten Island Academy, New Brighton, N. Y.  
Bushnell, Almon W., Superintendent of Schools, Henniker, N. H.  
Buswell, Professor G. T., School of Educ., Univ. of Chicago, Chicago, Ill.  
Butler, John H. Manning, Bur. of Educ., Division of Cagayan, Tuguegarao, P. I.  
Butler, Leslie A., Superintendent of Schools, Grand Rapids, Mich.  
Butsch, R. L. C., Marquette University, Milwaukee, Wis.  
Butterworth, Professor Julian E., Cornell University, Ithaca, N. Y.  
Byrne, Lee, 54 Morningside Dr., Apt. 23, New York City.
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Cameron, Norman W., Prin., State Teachers College, West Chester, Pa.  
Cameron, Walter C., Prin., Lincoln Junior H. S., Framingham, Mass.  
Camp, Dr. H. L., 743 Wayne Ave., Indiana, Pa.  
Canine, Edwin N., Dir. of Student Teaching, State Normal, Terre Haute, Ind.  
Carmichael, Professor A. M., Ball State Teachers College, Muncie, Ind.  
Carney, Professor Mabel, Teachers College, Columbia University, New York City.  
Carpenter, Professor W. W., University of Missouri, Columbia, Mo.  
Carr, W. G., Director Research Division, Nat. Educ. Assoc., Washington, D. C.  
Carrington, Professor Evelyn M., Sam Houston State Teachers College, Huntsville, Texas.  
Carroll, Herbert A., Apt. 205, 3210 S. Gerard Ave., Minneapolis, Minn.  
Carrothers, George E., University of Michigan, Ann Arbor, Mich.  
Carson, Dr. C. C., 951 Washington St., Miami Beach, Fla.  
Carter, Miss Olive I., The Macmillan Co., 60 Fifth Avenue, New York City.  
Carter, Professor Ralph E., Extension Div., Indiana Univ., Indianapolis, Ind.  
Cassel, Lloyd S., Supt. of Schools, Freehold, N. J.  
Castle, L. E., Supt. of Schools, Stuart, Iowa.  
Cattell, Dr. J. McKeen, Garrison, N. Y.  
Cavan, Professor Jordan, Rockford College, Rockford, Ill.  
Cerf, Professor Barry, Reed College, Portland, Oregon.  
Chace, S. Howard, Supt. of Schools, Beverly, Mass.  
Chadwick, Raymond D., Dean, Duluth Junior College, Duluth, Minn.  
Chambers, M. M., Teachers College of Kansas City, Kansas City, Mo.  
Chambers, Will G., Dean of Education, State College, Pa.  
Champlin, Carroll D., Pennsylvania State College, State College, Pa.  
Chandler, Paul G., Millersville State Normal School, Millersville, Pa.  
Chandor, Miss Valentine L., 137 E. 62nd St., New York City.  
Chapman, Ira T., Supt. of Schools, So. Broad St., Elizabeth, N. J.  
Charters, Professor W. W., Ohio State University, Columbus, Ohio.  
Chase, W. Linwood, 31 Colburn Rd., Wellesley Hills, Mass.  
Chew, Samuel L., Supt. Dist. No. 5, Carlisle and Race Sts., Philadelphia, Pa.  
Chidester, Albert J., Berea College, Berea, Ky.  
Chiles, E. E., Prin., Harrison School, 4163 Green Lea Place, St. Louis, Mo.  
Clarahan, Professor Elizabeth, Constantinople Woman's College, Constantinople, Turkey.  
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## INFORMATION CONCERNING THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

1. PURPOSE. The purpose of the National Society is to promote the investigation and discussion of educational questions. To this end it holds an annual meeting and publishes a series of yearbooks.

2. ELIGIBILITY TO MEMBERSHIP. Any person who is interested in receiving its publications may become a member by sending to the Secretary-Treasurer information concerning name, address, and class of membership desired (see Item 4) and a check for \$3.50 or \$3.00 (see Item 5).

Membership may not be had by libraries or by institutions.

3. PERIOD OF MEMBERSHIP. Applicants for membership may not date their entrance back of the current calendar year, and all memberships terminate automatically on December 31st, unless the dues for the ensuing year are paid as indicated in Item 6.

4. CLASSES OF MEMBERS. Application may be made for either active or associate membership. Active members pay dues of \$2.50 annually, receive a cloth-bound copy of each publication, are entitled to vote, to participate in discussion, and (under certain conditions) to hold office. Associate members pay dues of \$2.00 annually, receive a paper-bound copy of each publication, may attend the meetings of the Society, but may not vote, hold office, contribute to the yearbooks, or participate in discussion. The names of active members only are printed in the yearbooks. There were in 1931 about 1100 active and 1100 associate members.

5. ENTRANCE FEE. New active and new associate members are required the first year to pay, in addition to the dues, an entrance fee of one dollar.

6. PAYMENT OF DUES. Statements of dues are rendered in October or November for the following calendar year. By vote of the Society at the 1919 meeting, "any member so notified whose dues remain unpaid on January 1st, thereby loses his membership and can be reinstated only by paying the entrance fee of one dollar required of new members."

School warrants and vouchers from institutions must be accompanied by definite information concerning the name and address and class of membership of the person for whom membership fee is being paid.

Cancelled checks serve as receipts. Members desiring an additional receipt must enclose a stamped and addressed envelope therefor.

7. DISTRIBUTION OF YEARBOOKS TO MEMBERS. The yearbooks, ready prior to each February meeting, will be mailed from the office of the publishers, only to members whose dues for that year have been paid. Members who desire yearbooks prior to the current year must purchase them directly from the publishers (see Item 8).

8. COMMERCIAL SALES. The distribution of all yearbooks prior to the current year, and also of those of the current year not regularly mailed to members in exchange for their dues, is in the hands of the publishers, not of the Secretary.

For such commercial sales, communicate directly with the Public School Publishing Company, Bloomington, Illinois, which will gladly send a price list covering all the publications of this Society and of its predecessor, the National Herbart Society.

9. YEARBOOKS. The yearbooks are issued about one month before the February meeting. They comprise from 700 to 800 pages annually. Unusual effort has been made to make them, on the one hand, of immediate practical value, and on the other hand, representative of sound scholarship and scientific investigation. Many of them are the fruit of coöperative work by committees of the Society.

10. MEETINGS. The annual meetings, at which the yearbooks are discussed, are held in February at the same time and place as the meeting of the Department of Superintendence of the National Education Association.

Applications for membership will be handled promptly at any time on receipt of name and address, together with check for the appropriate amount (\$3.50 for new active membership, \$3.00 for new associate membership). Generally speaking, applications entitle the new member to the yearbook slated for discussion during the calendar year the application is made, but those received in December are regarded as pertaining to the next calendar year.

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